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ABSTRACT

Curriculum guides for four social studies instruction modules at the secondary level are included in this document. The general format for each twelve week course includes a diagram of concept relationships, prefatory remarks, and an outline of concepts coordinated with activities and instructional resources. The first module, Geographic Patterns, deals with the man/environment relationship on the supposition that the way society perceives its habitat determines its uses and patterns of distribution and change. The second module studies the discipline of anthropology and the topics human origins, small non western societies, and societies in transition. The third module, Comparative Religions, deals with the "need" for religion and the religious dimension and how it is expressed. The fourth module, Introduction to American Studies, is the required introduction to a series of American Studies courses and as such provides the skill, process, and content framework for all the courses. Content is organized around a mastery of inquiry and critical thinking skills, which are applied to twentieth century America within the context of domestic experience, foreign experience, and the future, interpreted through today's experiences. (JH)

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SO 006 302

CURRICULUM PROJECT #43-C

"PREPARATIONS FOR NEW AND PILOT COURSES IN SECONDARY SOCIAL STUDIES"

Summer, 1973

Anthropology
Geographic Patterns
Comparative Religions
Introduction to American Studies, Revised

Craig H. Currie

Superintendent

1973

Acknowledgment

The material in this publication was contributed by Cedar Rapids teachers. It was organized, edited, and prepared for production by the committee listed below. Printing production was done in the Production Center at the Educational Service Center, 346 Second Avenue S.W. at Cedar Rapids, Iowa.

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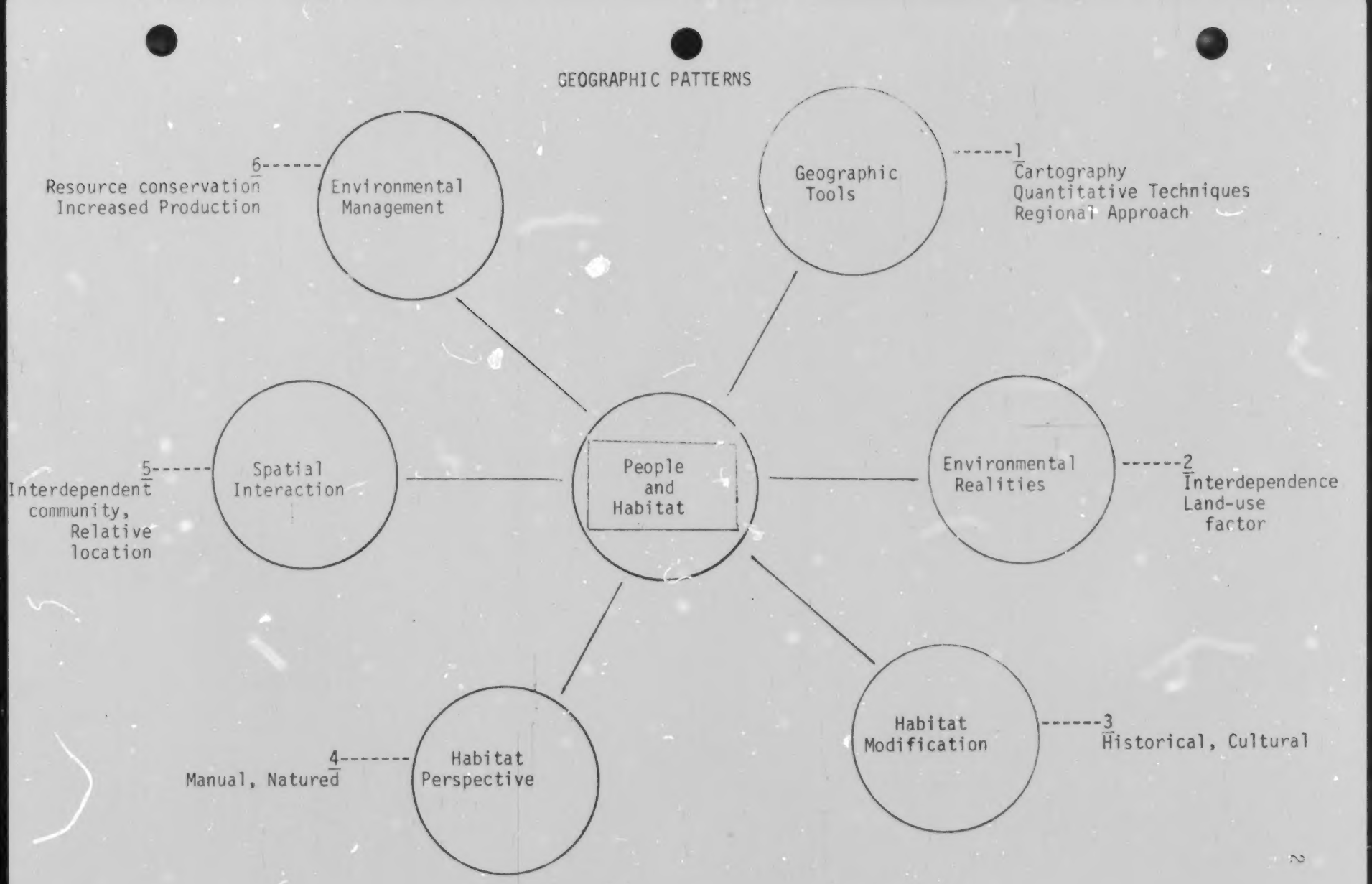
PREPARATIONS FOR NEW AND PILOT COURSES IN SECONDARY SOCIAL STUDIES

GEOGRAPHIC PATTERNS

Helen Mari Ley


GEOGRAPHIC PATTERNS
Geographic Tools
1
Cartography
Quantitative Techniques
Regional Approach
Environmental Realities
2
Interdependence
Land-use factor
Habitat Modification
3
Historical, Cultural
Habitat Perspective
4
Manual, Natured
Spatial Interaction
5
Interdependent community, Relative location
Environmental Management
6
Resource conservation
Increased Production
People and Habitat

NOTES TO THE INSTRUCTOR

I.M. | Geographical Patterns |

Classification: Elective
720.5
Time Allotted: 12 weeks

Focal Concept: People and Habitat

Concept 1 Geographic Tools
Concept 2 Environmental Realities
Concept 3 Habitat - Modification
Concept 4 Habitat - Perspective
Concept 5 Spatial Interaction
Concept 6 Environmental Management

On Teaching This Instructional Module:

Geographical Patterns is socio-cultural geography. The course therefore emphasizes the interrelationship between man, his way of life, and the environment. Cultural geography does not accept the theory that the physical habitat determines behavior. Rather, the way a society perceives its habitat determines its uses and its patterns in distribution and change.

Students have experienced regional studies and location in their elementary and junior high geography classes. Therefore, place studies in this course should be used only as inquiry data supporting the key concepts.

A rather extensive section of work in map reading and quantitative skills has been included in the outline of this course in the belief that they are necessary to the understanding of the inquiry data. Certainly the instructor may wish to select from the listed activities. Time would not allow for use of all suggested assignments.

Recommended Student Sources:

High School Geography Project, Geography in an Urban Age
Unit 2 - Manufacturing and Agriculture
Unit 5 - Habitat and Resources
Latour, Inquiry Experiences in Geography
National Geographic Magazine
Rand McNally, World Atlas, Goode's Edition

Recommended Instructor Sources:

Bacon (Ed.), National Council for the Social Studies, Focus on Geography (40th yearbook, 1970)
Broeck, Jan O.M., Geography, Its Scope and Spirit, Merrill Books, Inc., Columbus, Ohio, 1965.
High School Geography Project, Geography in an Urban Age, Macmillan Company, New York, 1970.
Latour, Inquiry Experiences in Geography, Ginn and Co., Lexington, Mass., 1973.

Goode's Edition, World Atlas, Rand McNally, Chicago, 12th and 13th edition

Note:

Sources listed above are those most used during the 12 week module. Student and teacher sources needed or helpful for specific activities will be listed with the activity.

Key Terms and phrases which are used throughout the course of study:

Cartography

habitat

environment

socio-cultural approach

physical features

natural resources

region

spatial interaction

areal coherence

relative location

environmental modification

density

demography

place

location

site

special purpose maps

ecology

geography

geographic features

technology

landscape

perception

situation

KEY CONCEPT 1 - Geographic Tools

A. Cartography

Activity 1 - Reviewing the Elements of a Map Given exercise 8, chapter 2 from Latour, Experience in Geography, the student will be able to identify the component parts of a map (title, scale, grid, projection, direction). The student will also be able to use the elements of a map in solving map reading problems

Activity 2 - Understanding Special Purpose Maps (thematic maps which analyze economic and social patterns).

a. Given a dot map of world population distribution and the necessary in-class instruction, the student will be able to interpret Discrete Symbol Maps.

Given the necessary statistical data and an outline map of the appropriate region, the student will be able to draw a Discrete Symbol Map (i.e., Distribution of Infant Mortalities, Distribution of Population over 65 in the United States.)

b. Given a choropleth map showing density of world population per square mile (Rand McNally Atlas - Goode Edition) and the necessary in-class instruction, the student will be able to interpret maps showing ratios - especially density patterns.

Given the necessary statistical data and an outline map of the appropriate region, the student will be able to draw a choropleth symbol map (i.e., world calorie intake per capita, world literacy rates, percentage of land surface in farms).

c. Given a Rainfall and Drainage Isorithm Map (Brock, page 68) and an Isopleth (Broek, page 69) population density map along with the necessary in-class instruction, the student will be able to interpret maps using Isometric Lines. The student will also be able to evaluate the reliability of each.

Given the necessary statistical data and an outline map of the appropriate region, the student will be able to draw an isopleth of population density. (i.e., of Linn County, of Iowa by county, of Canada.)

B. Quantitative Techniques

Activity 1 - Understanding correlation analysis

a. Given the reading Hunger (H.S.G.P., Unit 5, page 43) the student will be able to list possible variables causing malnutrition.

b. Given the appropriate statistical data and the necessary in-class instruction, the student will be able to draw a Scatter diagram illustrating correlation between variables (i.e., calorie intake per capita, use of modern agriculture equipment, percent of population living in cities, literacy rate).

Activity 2 - Understanding the Location Quotient

a. Given a sample exercise in working a Location Quotient (Broek, page 2) and the necessary in-class instruction, the student will be able to interpret a Location Quotient Table.

b. Given the appropriate statistical data, the student will be able to construct a Location Quotient Table (i.e., concerning minority employment in the United States, school enrollment, farm population.)

C. The Regional Method

a. Given several samples of World Maps ordered by regions and the necessary in-class explanation (Rand McNally Atlas, Goode's Edition) the students will be able to interpret regional divisions.

b. Given the necessary statistical data and in-class instruction, the student will be able to draw regional maps of an area by more than one criteria (i.e., regionalize Linn County by land use, occupation, or Cedar Rapids by dwellings or by minority population).

Supplemental Activities:

1. A good set of exercises dealing with "Points and Lines on the Globe" can be found in Latour, Chapter 1.

2. A special section in the Rand McNally World Atlas, Goode's Edition, on Map Projections (pages 2 and 3) may be helpful in the understanding of this map element.

3. The instructor may wish to add flow maps, map incorporating graphs, and statistical cartograms to the list of special purpose maps activities. (Explanations of these maps can be found in Broek, chapter 5). Examples of these map forms can be found in the Rand McNally World Atlas, Goode's Edition.

Footnotes:

1. An explanation of all underlined terms can be found in Broek, chapter 5.

2. Statistical data needed for this and the other like exercises can be found in the following resources:

   The American Almanac - 1972
   The Statistical Abstract for the United States
   The United Nations - Statistical Yearbook
   The United Nations - Demographic Yearbook
   Beyond the Americas - Junior High geography textbooks
   Our Changing World - Can order from T.R.C. They are most helpful.

KEY CONCEPT 2 - Environmental Realities

A. Interdependence

Activity 1 - Given a set of pictures of habitat (H.S.G.P., pgs. 3-13) the class will be able to develop a list of physical features that make up a habitat and to distinguish between the natural and the cultural environment.

Activity 2 - Given the receding Habitat Unity (H.S.G.P., Unit 5, pgs. 2 and 11) and the film The Physical Environment (Joint County), the student will be able to develop the generalization that habitat is a result of the interaction of a number of physical factors.

B. Physical Features and Land Use

Activity 1 - Given the reading "The Role of the Monsoon Rains", (Wheeler, Regional Geography of the World, pp. 329-330) the class will be able to describe the effects of the monsoon rains upon land-use and population distribution in the area.

Activity 2 - Given the Watching Activity (H.S.G.P., Unit 5, page 21) the student will be able to develop the generalization that "terrain conditions" affect land use but the population and technological factors broaden land-use possibilities.

Activity 3 - Given modeling clay and cardboard boxes, the student working in small groups, will be able to construct a diarama of a natural habitat. The class will then be able to list a variety of uses for each habitat and to point out what factors (physical or cultural) would be necessary of each possible land-use.

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Supplemental Activities:

1. The students may do research on the growth and development of a city (i.e., Chicago, Phoenix) to determine the relationship of physical features to land-use, growth and change.

2. The class may speculate, given habit information, upon the activities of the people living in selected areas based upon the physical features of their environment. The class would then compare their speculations to the actual activity. Regional Geography of the World would be a helpful resource for this activity.

3. The students, in small groups, may recommend a site for a replacement of the Panama Canal (see Broek, page 86, for a description of this activity). The Time-Life Book of Central America is a good source of information.

KEY CONCEPT 3 - Habitat Modification

A. Natural

Activity 1 - Given the newspaper article "Indian Drought Decade's-Worst", Cedar Rapids Gazette, July 8, 1973, the class will be able to recognize that a change in the natural geographic patterns do change the nature of the habitat.

Activity 2 - Given a set of illustrations (the ruins of Pompeii, San Francisco after the earthquake, etc.) the class will be able to make a list of what natural phenomena can cause abrupt changes in the habitat.

Activity 3 - Given the Flood Hazards exercise (H.S.G.P., Unit 5, page 51), the student will be able to analyze a flood problem and to decide upon an adjustment solution.

B. Manual

Activity 1 - Given a series of films or filmstrips:

Holland Holds Back the Sea
The Columbia River
Irrigation of South East Australia
Village in China Today
India - People in Transition

the students will be able to recognize the variety of ways habitat can be manipulated.

Activity 2 - Given the exercise "The Aswan High Dam - What Are the Economic and Environmental Consequences". (Latour, page 137) the student will be able to evaluate the effects of the project upon the environment.

Supplemental Activities:

1. Students, individually or in small groups, might create collages illustrating manual modification of the environment.

2. Students, individually or as a class, might collect newspaper articles concerning manual modification of the environment and its effects upon habitat.

3. If it could be arranged, it would be a valuable experience for the class or a small group of students to be present at a public hearing on the building highways, streets, or other municipal projects. This activity would apply to other key concepts of the course.

KEY CONCEPT 4 - Habitat - Perspective

A. Historical

Activity 1 - Given selected readings from Mirror for Americans by Ralph H. Braun, the class will be able to describe habitat in terms of the values and technology of the past. Given the necessary information the class will be able to list cultural changes both physical and ideological which have changed the landscape of the area.

Activity 2 - Given a "Dead End Street" place name (i.e., Tierra Del Fuego) and the necessary information students in small groups will be able to analyze what cultural changes would change the environment character of the area and to describe the future landscape of the area should such changes occur.

B. Cultural

Activity 1 - Given the reading "Two Rivers" (H.S.G.P., Unit 5, page 13) the class should be able to list cultural factors which have caused similar areas to develop differently and to develop the generalization that the environmental landscape is largely a result of socio-cultural perceptions and actions.

Activity 2 - Given a comparative study of Israel and its Middle Eastern neighbors, the class will be able to contrast and compare the environmental landscapes and determine what cultural factors have influenced the different geographic patterns.[2]

Activity 3 - Given a list of peoples in habitats (i.e., Bushmen of the Kalahari, Eskimos of Alaska), the student will be able to analyze one group of his choice. He will be able to describe the environmental landscape of his group and to analyze the interplay of cultural and physical phenomena in a written or oral report. (The National Geographic is an especially helpful resource for this activity.)

Activity 4 - Given the Rutile and the Beach Activity (H.S.G.P., Unit 5, page 31) the students will be able to determine a future habitat by a set of Value Choices.

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Supplemental Activities:

1. Ghost towns are an interesting topic in the study of historical perspective. The class in small groups, could study selected ghost towns in order to locate and describe the town and determine the causes for its rise and decline.

2. Have the students research the uses, past and present, of a particular natural resource (coal is a good example). They should become aware of the impact of cultural factors on the value of a resource.

3. Ask students, in small groups, to create (sketch, paint, construct) a model city of the future. Then ask them to isolate what cultural factors influenced their model.

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Footnotes:

1. If Mirror for America is not available, selections from the American Heritage Magazine or the World in the Time of Columbus can be substituted.

2. Recommended resources for this activity are:

   Film - Isreal - Middle East Neighbor

   Filmstrips -

   The Niger
   Haifa and the Valley of Jezreal
   Jerusalem and the Jueleem Hills
   The Jan Dan Valley
   Tel Avie and the Coastal Plain

   Books -

   The Middle East
   Yesterday and Today Israel
   The Arabs and the Middle East

KEY CONCEPT 5 - Spatial Interaction

A. The Interdependent Community

Activity 1 - Given the necessary instructions and the appropriate resource materials (and contacts), the students will be able to recognize the extent of the relationships between an urban center and the surrounding region.

By drawing a series of maps plotting distance of influence (i.e., retail trade, newspaper advertising), students will be able to illustrate their understanding of this concept. (For a more detailed description of this activity, and suggested resources, see Broek, pages 87 and 88.)

B. The Importance of Relative Location

Activity 1 - Given the exercise "Poland: A Lesson in Geography" (Latour, page 106), the student will be able to recognize some effects of relative location upon an area.

Activity 2 - Given the necessary instructional materials, the students in small groups, will be able to determine the services provided by urban centers of various sizes (i.e., 1,000; 10,000; 50,000 population) and to decide upon the reason for growth of one community over others. (The Yellow Pages of the telephone book is a helpful resource for this activity.)

Activity 3 - Given the exercises "Geographic Patterns of Manufacturing" "The Importance of Manufacturing", "Graphic Examples of Industrial Location", and "Location of the Metfab Company", (H.S.G.P., Unit 2, pp. 1-42), the students will be able to recognize the factors determining a desirable relative location and to decide upon a site for a hypothetical complex.

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Supplemental Activities

1. The students as a class might study the locating of the new capital of Brazil. The film, Brasilia, is an excellent resource. The class should be able to list the physical and cultural factors determining the site.

2. The students in small groups might be given the task of deciding upon a new site of a new capital for the United States. Each group ought to be able to defend their choice to the rest of the class using maps and statistical data. (concerning terrain, demographic patterns, communications, etc.)

3. The instructor may wish to include the exercises "Locating Metfab in the U.S.S.R." and "Two Case Studies" (H.S.G.P., Unit 2, pp. 155-177) as activities in this segment of study.

KEY CONCEPT 6 - Environmental Management

A. Resource Conservation

Activity 1 - Given selected readings from Natural Resources for U.S. Growth (Landsberg) and the film Look to the Land the students will recognize the urgent need for environmental management.

Activity 2 - Given the exercise "Waste Management" (H.S.G.P.,Unit 5, P. 75) the student will be able to recognize cultural factors affecting the ecological balance in a specific situation.

B. Production

Activity 1 - Given selected readings from Natural Resources for U.S. Growth the students will be able to list the projected requirements for increased production in specific areas of the economy (i.e., energy metals).

Activity 2 - Given the set of exercises "The Agricultural Realm," "Interviews with Farmers," "The Game of Farming," and "Enough Food for the World," H.S.G.P, the students will be able to recognize the factors in the food production processes and to present some predictions and recommendations concerning the problem of hunger.

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Supplementary Activities:

1. With parental permission, have the students live for 2 or 3 days on a typical diet of an Indian, Egyptian, etc. This activity ought to build sympathy toward the hunger problem.

2. The students might build bibliographies of scrapbooks for the class concerning the present commodity crises. This activity ought to build an insight into the variety of causes of such crises and the controversies surrounding suggested solutions.

PREPARATIONS FOR NEW AND PILOT COURSES IN SECONDARY SOCIAL STUDIES

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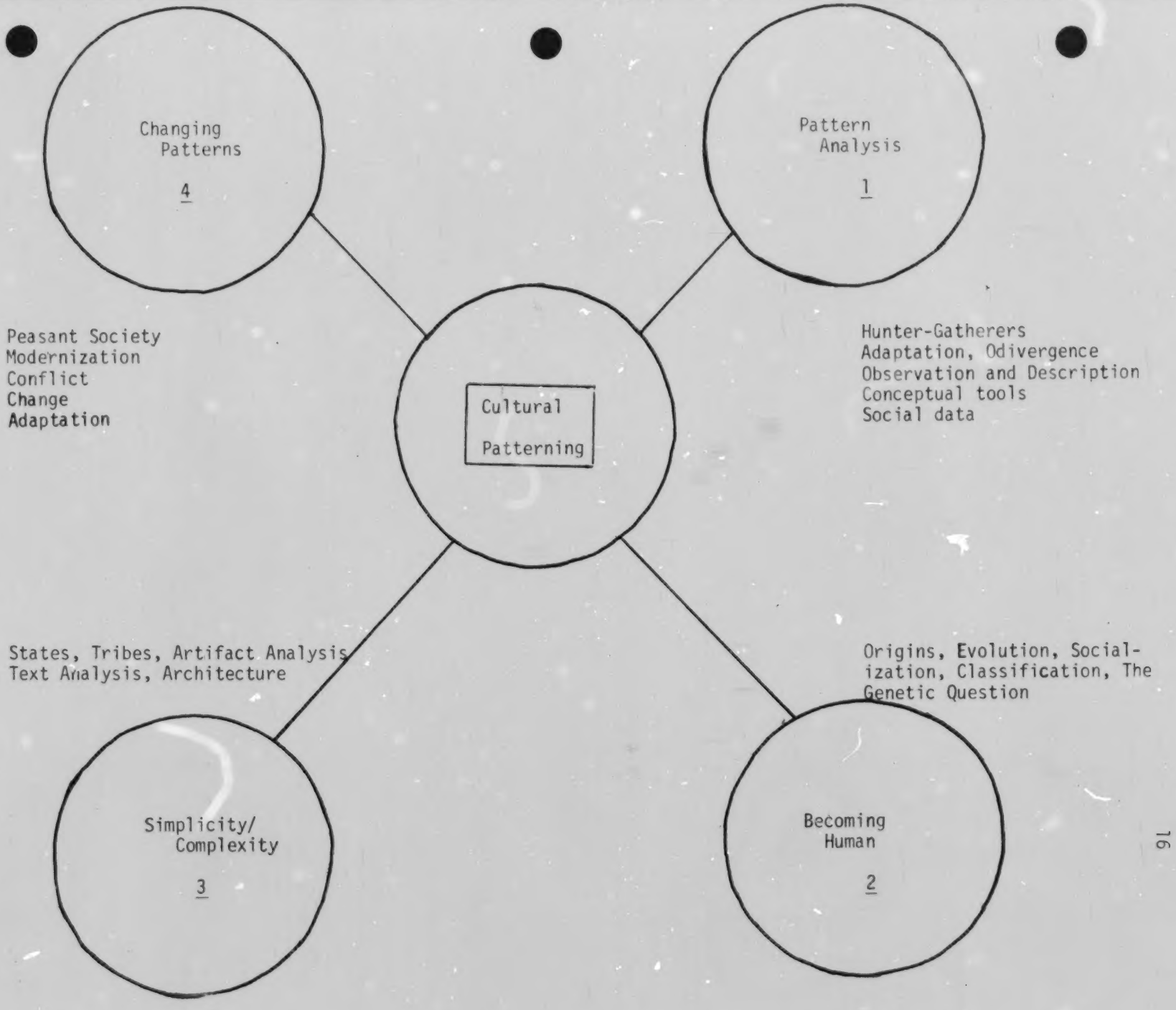
ANTHROPOLOGY

Helen Mari Ley


Changing Patterns
4
Pattern Analysis
1
Peasant Society
Modernization
Conflict
Change
Adaptation
Cultural Patterning
Hunter-Gatherers
Adaptation, Odivergence
Observation and Description
Conceptual tools
Social data
States, Tribes, Artifact Analysis
Text Analysis, Architecture
Origins, Evolution, Social-
ization, Classification, The
Genetic Question
Simplicity/ Complexity
3
Becoming Human
2

NOTES TO THE INSTRUCTOR

I.M. | Anthropology |

Classification: Elective
7210
Time Allotted: 12 weeks

Focal Concept: Cultural Patterning

Concept 1 Pattern Analysis
Concept 2 Becoming Human
Concept 3 Simplicity/Complexity
Concept 4 Changing Parrerns

On Teaching This Instructional Module:

Anthropology should be two courses in one. It is a study of the discipline of anthropology, its tools, its processes, its specializations and its applications. At the same time, students studying about anthropological subjects including human origin, small, non-western societies and societies in transition.

At the time of this writing a new program in Anthropology prepared by the Anthropology Curriculum Study Project of the American Anthropolotical Association is to be tested. Therefore, with the exception of concept 2 (Becoming Human) this instructional guide relies upon the organization of the study project for its materials (readings, film strips, etc.) for its major activities and assignments.

However, supplemental topics for study along with suggested activities and resource materials have been added to the guide to allow the instructor a broader base for instruction in Anthropology. Enrichment assignments are included for those students wishing to pursue interests in anthropology beyond the Program's outline.

Recommended Student Sources:

AEP series, Anthropology in Today's World
Beales, An Introduction to Anthropology
Coon, The Story of Man
Chase, The Study of Mankind
Dictionary of Anthropology (Littlefield Adam, 1972)
Kluckholn, Mirror for Man: Anthropology and Modern Life
Mead, Anthropologists and What They Do
Montague, Man in Progress
Oliver, Invitation to Anthroplogy
Patterns in Human History Series,
Studying Societies
The Emergence of Complex Societies
Modernization and Traditional Societies

Recommened Instructor Sources:

Bidney, David, Theoretical Anthropology, Schoken Books Inc., 1967
Malinowski, Robert, Scientific Theory of Culture and other Essays, University of North Carolina Press, 1944

Patterns in Human History Series - Teaching Plans, The Macmillan Co., New York, 1971
Studying Societies
The Emergence of Complex Societies
Modernization and Traditional Societies
Pelto, Perrtti J., The Nature of Anthropology, Charles E. Merrill, Columbus, Ohio, 1965.
Salzmann, Zoenek, Anthropology, Harcourt, Brace and World, Chicago, 1969.

Note:

Resources recommended for specific areas of study will be listed under each major concept.

KEY CONCEPT 1 - Pattern Analysis

A. Program Activity in Observation and Description

Activity 1 - Given Patterns in Human History lessons 1,2 and 3 (see Patterns in Human History teaching plan for Studying Societies topic 1) the students will be able to:

- recognize the difference between an objective and subjective description
- identify the criteria for judging a description (i.e. patterns of attention, patterns of omission)
- identify opinion written from a "cultural perspective"
- contrast source material in terms of their disagreements and differences in types of information presented.

Supplemental Activities in Observation and Description

1. Have the students, in pairs, spend at least one hour observing human behavior in a particular setting (the school cafeteria, the air door at Armstrongs, etc.). Students should individually record their observations. In-class objective can be sorted into subjective and objective categories. Observations can also be analyzed according to the criterion for objectivity (patterns of omission, variations in amount of detail, etc.).

2. Have the students, in small groups, analyze magazine or newspaper descriptions of non-western societies (The National Geographic is an especially good source for this activity) for subjectivity and objectivity, especially looking for evidence of cultural perseptions.

3. Have the students as a class build a list of objective terms that could be used to describe what they see in a set of photographs from the book The Family of Man. This activity should help the students recognize the difference between inferences and observable facts.

4. Have the class watch the film Anthropology as a review of observation technique and an overview to the subject of Anthropology.

5. Have the students read the chapter on Field Work from Invitation to Anthropology. Discuss the needs and methods in field work.

- - - - -

B. Program Activity in Conceptual Tools (Program Emphasis-Status and Role)

Activity 1 - Given Patterns In Human History lessons 1,2,3, and 4, and 5 (see Patterns in Human History teaching plan for Studying Societies, Topic 2) the students will be able to:

- identify status symbols
- identify behavior expectations related to status
- distinguish between status and non-status
- identify status pairs and "reciprocal" behavior expectations
- distinguish between status and rank
- distinguish legal, moral, and popular statuses; and recognize statuses that may be found in more than one of these categories;
  - recognize the temporary and changing character of any given status and role.
  - distinguish between achieved and ascribed statuses.
  - identify social-mobility factors.
  - distinguish between primary and secondary relationships.

Supplemental Activities in Conceptual Tools

1. The film Man and His Culture can be used as an aid to visualizing the culture concept and as an introduction to methods of categorizing cultural patterns.
2. To establish the concept of culture have students read chapter 2 from Anthropology (Salzamann) beginning on page 16 with "Culture, a Civilization" thru page 22. Discuss the significant terms and definitions in class.
3. To extend the definition of the culture concept have the students read from The Proper Study of Mankind (Chase), pages 60-63. The terms folkways, mores, laws, and customs should be thoroughly discussed.
4. Using himself as an example have each student diagram ways in which mores, folkways, laws and customs affect his behavior.
5. Have each student read "How an Eskimo Visitor Might View the U.S." (AEP Series, Anthropology in Today's World). Discuss the term invisible framework. To further reinforce the term, students individually or in small groups might illustrate (i.e., cartoon collage) another aspect of United States culture a foreign observer might find typical.
6. Have the students view a series of short film describing daily life in other cultures. The class should then be able to list examples of universal cultural institutions. (Films could include A Giant People - The Watuesse, Family in Tokyo, Brazil - People of the Frontier or a similar survey combination).

Note: The Program Material does not deal very specifically with the term "culture". Therefore it is suggested that at least one or two of the basic readings dealing with the culture concept be used.

c. Program Activity in the Analysis of Social Data

Activity 1 - Given Patterns in Human History lessons 1,2,3,4,and 5 (see Patterns in Human History teaching plan for Studying Societies, Topic 3) the students will be able to:

- analyze fragmentary data in terms of status and role.
- categorize fragmentary social data according to a given crosscultural checklist.
- compare and contrast two societies using the cross cultural check list.

Supplemental Activities

1. Students in groups might read selections from Four Ways of Being Human (Lisitzky). Each group would read about one of the four cultures and then would analyze that culture using the cross-culture check list given in the Program Material. Groups would share their information. The National Geographic could be used instead of Lisitzky if time will not allow longer readings.
2. A field trip to a nearby subculture area (the Amanas, the Tama Indian reservation) would allow each student practice in taking field notes to be analyzed later by the class working in small groups
3. It might be interesting for the class to view a film such as Navaho Indian Life without the sound. Each student would attempt to write field notes on the film and the class would attempt to analyze the data. The class could then compare its analysis with the film's narration.
4. The students might invite a representative of a subculture to visit the class in order to interview him about his culture. The class would then attempt to structure an anthropological report about that culture.

D. Program Activity in the Study of Hunter-Gatherer Societies.

Activity 1 - Given Patterns in Human History lessons 1,2,3,4 Topic 1 and lessons 1, 2, 3, 4, and 5 Topic 2 (see Patterns in Human History Teaching Plan for Studying Societies) the students will be able to:

- recognize the reasons for placing the hunter-gatherer society at the beginning of a study of cultural patterning.
- use specific detail in describing the Bushmen of the Kalahari.
- list ways in which the Bushmen have adapted to their environment including "social interaction" behavioral patterns.
- acquire specific information concerning the Mbuti society.
- identify forms and means of adaptation among the Mbuti.
- contrast and compare two hunter gatherer cultures.

Supplemental Activities

1. Students wishing to do further study in hunter-gatherer cultures would find the following books interesting and helpful:
   Men of Ancient Iowa (McKujick)
   The Lost World of the Kalahari (Vander Post)
   The Heart of the Hunter (Vander Post)
   The Search for the Little Yellow Men (Hastings)
   The Heart of the Forest (Cowell)
   Australia and New Zealand (Life World Library)
   The Forest People (Turnbull)

   The student may wish to prepare an oral report for the class or a written report for the instructor concerning his findings.

2. The film Primitive Man in Our World might be shown as another example of a hunter-gatherer society.

KEY CONCEPT 2 - Becoming Human

A. Geretics and Socialization

Activity 1 - Given two brief readings ("The Modern Study of Mankind" Mead) and "Cain's Children" (Ardrey) the students will be able to recognize and articulate the basic conflict between the environmental determinists and the genetic determinists.

Activity 2 - Given the reading "The Concept of Culture" (Anthropology, Salzman, chapter 2, pp. 13-15) the accepted definitions of instinct and drive, and a period of in-class discussion of instinct and drive the students will be able to formulate the generalization that man is relatively free of instinctive behavioral patterns.

Activity 3 - Given the reading "Personality and Culture" (Mirror for Man Kluckhohn, chapter 8) the students will be able to note the basic biological differences between man and animals, to list some physical causes for possible divergence among humans, and to identify cultural factors in determining human personality.

Activity 4 - Given the film From Cradle to Classroom the class will be able to define the term socialization and be able to list examples of the socialization process.

B. Human Origins

Activity 1 - Given the reading "Prehistory" (Invitation to Anthropology, Oliver, pp. 73-89) the students will try to gain a gerera? overview of the evolutionary process as it pertains to humans and will also be able to identify some of the unanswered questions concerning human development.

Activity 2 - Given the film Miss Goodall and the Wild Chimpanzees, the students will be able to recognize behavioral patterns among the primates, and critically comment upon Miss Goodall's methods of study and narration.

Activity 3 - Given the film Dr. Leakey and the Dawn of Man the students will gain information concerning the newer discoveries in the search for the origins of man and will also be able to list procedures used by the physical anthropologist in this type of study.

Activity 4 - Given the reading "Man the Newcomer" (A Global History of Man , Stravianos, pp. 54-56) the students will be able to graph the length of time man has been on the scene.

Activity 5 - Given a set of photographs (again, The Family of Man, is an excellent source) of individuals representing various ethnic groups students should attempt to categorize them into not more than 5 racial categories

based on physical features. Students' categories and their criteria for judgement should be compared and discussed in class.

Activity 6 - Given the readings "Population and Race" (Invitation to Anthropology, Oliver, pp 11-18) and "Race, A Modern Myth" (Mirror for Man, Kluckhohn, Chapter 5) the students will be able to:

- define genotype and phenotype
- recognize the significance of accelerated racial interbreeding
- develop the attitude of suspended judgement concerning the relationship of behavior and race.

Supplementary Activities

1. Life Reprint "The New Man What Will He Be Like" is an interesting reading concerning physical changes in future humans. Students enjoy reading and discussing the possibilities, questions and moral issues it presents.

2. Individual students or the class might collect newspaper articles relating to new discoveries of ancient skulls, etc. The same activity could be done with newspaper articles illustrating racial determinism.

3. For students especially interested in the origins of man and ethnology the following books are recommended:

   Physical Anthropology Today (Communications Research Books)
   Meet Your Ancestors (Andrews)
   Prehistoric Man and The Primates (Scheele)
   Man Time and Fossils (Moore)
   The Human Animal (La Baree)
   Human Evolution (Lasker)
   Races and People (Boyd and Asimov)
   The Kinds of Mankind (Klass and Hillman)
   The Primates (Life Nature Library)
   Man and Dolphin (Lilly)
   The Future of Man (Medawar)
   African Genesis (Ardrey)
   The Naked Ape (Morris)

4. Supplemental film possibilities include:

   Cave Dwellers of the Old Stone Age
   Story of Prehistoric Man

KEY CONCEPT 3 - Simplicity/Complexity

A. Program activity in artifact, text and architecture analysis

Activity 1 - Given Patterns in Human History, Lessons 1 and 2 (Topic 1); Lessons 1, 2, 3, 4, 5, 6, 7, and 9 (Topic 2); (see Patterns in Human History teaching plan for The Emergence of Complex Societies) the students will be able to:

- define the term artifact
- distinguish hunter-gatherer tools from other artifacts
- recognize artifacts of a food producing society.
- analyze an artist's reconstruction of an ancient culture from known artifacts and site descriptions
- identify the differences between using texts and artifacts in reconstructing a society
- compare the types of written texts of ancient societies to modern records
- identify status titles used in texts
- recognize that the architecture of a culture reflects both its technology and its social environment

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Supplemental Activities in artifact, text, and architecture analysis

1. Show the film, The Egyptologists as a visual illustration of archeological techniques and the concept of site.

2. Visit an archeological site (i.e., Effigy Mounds). A shorter trip to a historical museum (Iowa Historical Museum in Iowa City, Cedar Rapids Heritage House, etc.) could also be of value.

3. Have the students in small groups prepare a collection of artifacts representative of major themes in contemporary American society (as they identify them). Allow the groups to exchange artifacts and to analyze the materials.

4. Using collections of folk songs, folklore, old letters, old newspapers (or another form of text), have the students, working in small groups, describe the particular historical period or foreign culture in terms of social organization, values, etc. The activity could be done using selections of contemporary music, fiction, etc. (The Kennedy IMC contains sources for all of the suggested texts.)

5. Using a set of photographs of structures and floor plans, have the class, working in small groups, analyze various forms of architecture in terms of what they say about the culture's social environment and technology.

6. Individual students might enjoy making a photographic essay of architecture in Cedar Rapids, or choosing a particular building (private home, office building, apartment complex, etc.) and analyzing the structure for statements about the social environment and technology.

7. Students interested in adventures in archeology would enjoy a "digging into" one of the following sources:

   Lost Worlds (White)
   Digs and Diggers (Cottrel)
   Lost Cities and Vanished Civilizations (Silverberg)
   The Great Archeologists (Daugherty)
   Ulysses Found (Bradford)
   Great Adventures in Archeology (Silverberg)
   History Under the Sea (McKee)
   Temples, Tombs, and Hieroglyphics (Mertz)
   Ako Ako (Thor Heyerdahl)
   The Wonderful World of Archeology (Jessup)

   This list is only a cross-section of books in this area to be found in the Kennedy IMC.

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B. Program Activity in the study of the development of states

Activity 1 - Given Patterns in Human History, Lessons 1 and 2 (Topic 1) and Lessons 1 through 11 (Topic 2) (see the Patterns in Human History teaching plan for The Emergence of Complex Societies), the students will be able to:

- identify ways in which a change from hunter-gathering to food producing caused new developments in growth and complexity of a culture.
- identify differences between a text producing society and one that did not produce texts.
- describe the differences between the Sumerian Society and simpler societies in terms of social organization.
- describe the differences between the Sumerian society and simpler societies in methods of social control.
- analyze the Sumerian religion in terms of status relationships.
- trace the periods of prehistory and describe trends in cultural development through these periods.
- define the term, state.
- define the term, civilization.
- identify "points of integration" necessary to the development of a civilization.
- understand the term differentation in terms of the separation of religious and political institutions in ancient civilizations.
- discuss the characteristics of a state.

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Supplemental Activities in the study of the development of states

1. Show the film, Roman's Life, Laughter and Laws. The class should be able to apply the characteristics of states learned from the Program lesson to the Roman Culture in a class discussion or written evaluation.

2. Students interested in ancient civilizations might enjoy one of the following books:

   The Ancient Mediterranean (Grant)
   Everyday Life in Babylon and Assyria (Arnold)
   Everyday Life in the Time of Homer (Mireaux)
   The Lost Cities of Africa (Davidson)
   Fair Gods and Stone Faces (Irwin)
   In Quest of the White God (Honore)
   Ancient China (Spencer)
   The Ancient Sun Kingdoms of the Americas (Van Hagen)

C. Program activity in the study of tribes

Activity 1 - Given Patterns in Human History, Lessons 1 through 5, (see Patterns in Human History teaching plan for The Emergence of Complex Societies, Topic 3), the students will be able to:

- construct a definition of a tribal society.
- make a cross-cultural comparison of tribal life.
- recognize the position of tribal societies in comparison to states and hunter-gatherer societies.

Supplemental Activities in the study of tribes

1. Have the class read Tribalism vs. Nationalism (AEP series, Anthropology in Today's World.) Discuss in class the problems of organizing a state in a tribal society.

2. Invite an African exchange student to speak to the class about his tribe's social organization and customs.

3. Have the students search for evidence of tribe-like patterns in contemporary American organizations (i.e., motorcycle gangs, the Mafia).

4. Show the film, The Massai in Tanzania, as a visual illustration of a tribal society.

5. Have the following resources available for students interested in tribal societies:

   Africa, Its People and Their Culture History (Murdock)
   Drinkers of the Wind (Raswan)
   New Wind in a Dry Land (Lawrence)
   Warriors and Strangers (Hanley)
   The Maoris of New Zealand (McGrire)
   Moonlight at Midday (Carryhar)
   American Indians Yesterday and Today (Grants)

KEY CONCEPT 4 - Changing Patterns

A. Program Activity in the study of the peasant society

Activity 1 - Given Patterns in Human History, Lessons 1 through 6 (see Patterns in Human History teaching plan for Modernization and Traditional Societies, Topic 1), the students will be able to:

- identify the characteristics of a peasant society.
- recognize the processes of peasant adaptation to the states.
- identify historical pressures on the peasant society.
- recognize areas of information that are needed to "complete an understanding of a peasant society."

Supplemental Activities in the study of the peasant society

1. The class will definitely need a visual illustration of the "traditional" peasant society. One or two of the following films are recommended:

   Thailand, Land of Rice
   Life in the Nile Valley
   The Land and the People of Mexico
   Village of Spain

   The students ought to be able to make a cross-cultural comparison of the peasant societies.

2. Students interested in peasant societies should be aware of the following books:

   The Little World of Laos (Page)
   Reveille for a Persian Village (Nijafi)
   Lands of the Highlands (Klass)
   Children of Allah (Keith)

B. Program activity in the understanding of the processes of modernization, adaptation and change

Activity 1 - Given Patterns of Human History, Lessons 1 through 7 (see Patterns of Human History teaching plan for Modernization and Change, Topic 2), the students will be able to:

- identify the data needed in order to investigate modernization in a peasant society.
- identify the relationship between goals and change.
- list strategies for change.
- identify "factors limiting change".
- recognize some means of diffusion of modernization.
- distinguish between positive and negative effects of modernization.
- recognize the characteristics of a "new environment".
- recognize the "techniques of adaptation" to a new environment.

Supplemental activities in the processes of modernization, adaptation, and change

1. Have the students read New and Old Cultural Patterns (A.E.P. series, Anthropology in Today's World). Discuss in class in terms of cross-cultural contacts and misunderstandings.

2. If possible, invite a former Peace Corp Volunteer to speak to the class on his experiences in a different culture.

3. Show the film China's Villages in Change. The class should be able to list the changes that have occurred and the reasons why such changes have been successful.

4. Have the students read about the Tasaay Tribe of Mindanoa (National Geographic, August, 1971) or Time, October 18, 1971. Students should be able to identify a number of negative effects of cultural change upon a society and to point out possible solutions to the problem.

5. Divide the students into small groups. Have each group study a particular area in order to draw up a set of plans for modernizing it. Students should attempt to anticipate cultural conflicts and negative factors and to provide for them in their plans. Groups will report their plans to class for discussion.

6. Individual students might wish to keep a collection (newspaper articles, pictures, cartoons) illustrating cultural conflicts or the effects of cultural changes.

7. Give each student a list of possible technological changes to come in our own society. (Future Shock, Image of the Future, or The Dynamics of Change can be used as source material). Ask the students (working in groups of two or three) to speculate on what changes in the social environment these technological changes might produce.

8. Students interested in the topic of cultural change would enjoy one of the following books:

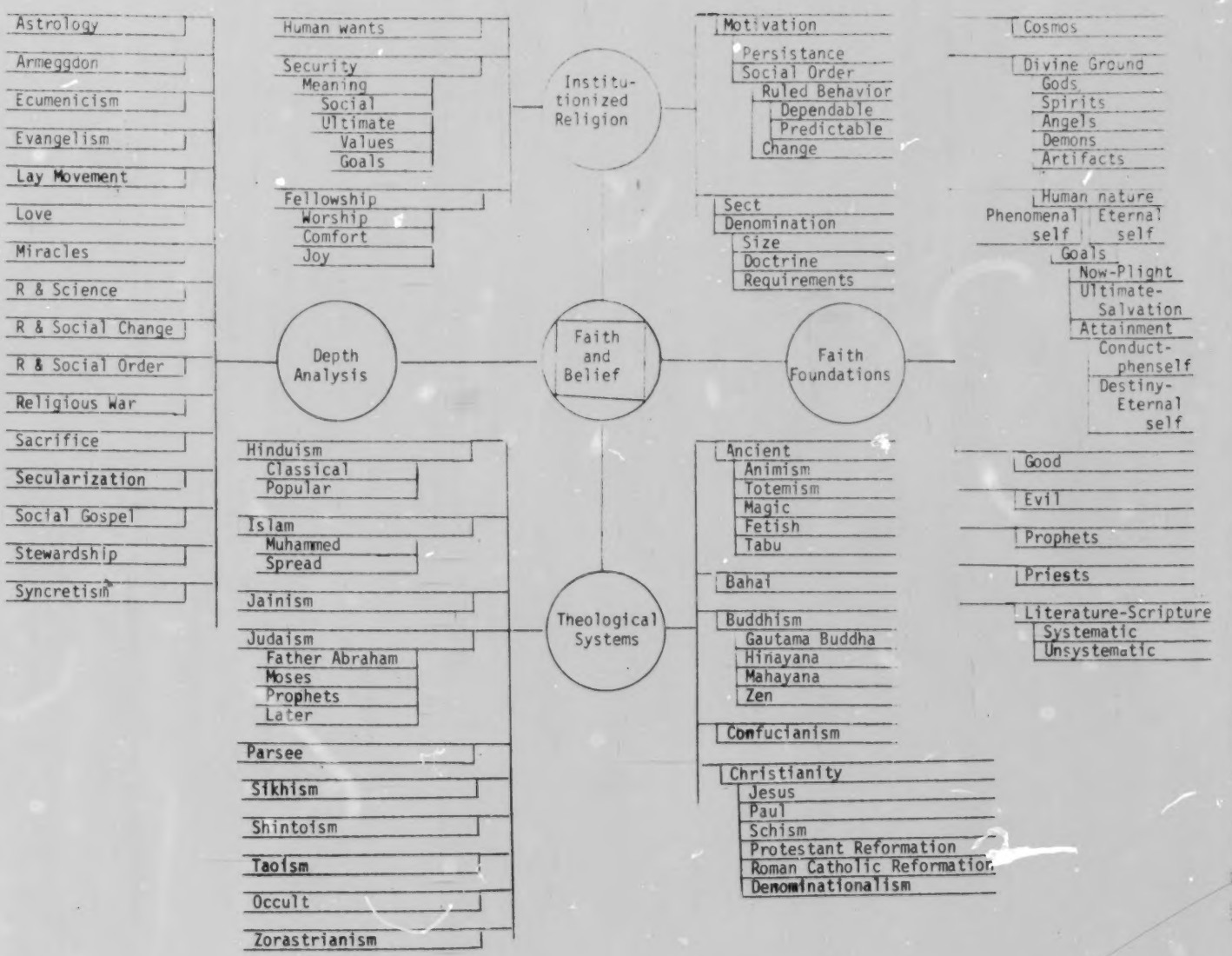
Tradition and Change in African Tribal Life (Turnbull)
India - A World in Transition (Lamb)
The Analysis of Social Change (Wilson)
A New Earth (Huxley)
Social Change in Modern India (Srivas)
Cuba (Williams)
Indonesia (Bro)
Revolution in Brazil (Horowitz)
The New Utopians (Boguslav)

PREPARATIONS FOR NEW AND PILOT COURSES IN SECONDARY SOCIAL STUDIES

COMPARATIVE RELIGIONS

Darrel W. Larson

COMPARATIVE RELIGIONS



COMPARATIVE RELIGIONS

Rationale, Purpose and Intent

People of all cultures have demonstrated a continuing need to support and be supported by a system of faith and belief. Religion in explaining the unexplainable, (Where did I come from? What is my purpose for being? Where am I going?) seems to satisfy a continuing need. Religion is a social fact.

As such, religious behavior will be studied from a sociological perspective in an attempt to describe how peoples' behavior in this sphere is related to other areas of the overall social structure.

Many are the reasons or goals for the study of religions in a comparative manner. A few follow:

1) To understand that religion is an institution in every culture.
2) To better understand the world in which we live for the present, as well as the past.
3) To help bring the peoples of the world together.
4) To better understand ourselves and our own religion.

Objectivity is an important concept in a sociological perspective. Propriety is also an important concept that often is forgotten by sociologists in their usually cold, hard, and sardonically detached approach in studying social phenomena. In addition to being a social fact, religion is also often a sensitive personal matter. During this course a constant instructor appeal will be made for a balance between both the objectivity of the inquirying study and the propriety of questioning; i.e., student's privacy of personal belief will not be invaded in the public setting of the classroom.

If there is an important distinction between objectivity and propriety there is also one between <u>invasion</u> of personal beliefs and <u>willing</u> contribution of them. Students who wish to relate personal beliefs and/or experiences will be encouraged to do that.

The scope of the course will revolve around three questions: 1) Why is there an apparent human "need" for religion? 2) What is the scope of the religious dimension? 3) How is the religious dimension expressed?

Various religions will be looked at from their cultural settings using a model including factors common to most systems of faith and belief. This

model will consist of how the cosmos is defined; how the divine ground is seen; how the duality of the phenomenal self and the eternal self are seen in humanness; what conditions humans find themselves in; what they can or can't do to rectify their situation; how they must conduct their behavior now to achieve their eternal destiny; what the current and past views of good and evil are; what attitudes towards prophets and/or priests are held; and a look at existing literature and scriptures.

Literature (scriptures) of all major religions will be available in the classroom in a translated form which affords nearly a primary source access for research. Additionally, a resource person, who is an advocate of each religion studied, will be obtained for class presentation on an availability basis. (We are very fortunate in Cedar Rapids to have tremendous diversity here). Informational sources such as books, periodicals, vertical file clippings, films, and filmstrips and music will be dealt with in an inquiry fashion preceding a guest speaker's appearance.

During the course each student will be required to employ all communication skills. Short reaction papers will be written in answer to questions like, "What is your definition of religion?", "What is the difference between good and evil?", "Would you rather be respected or loved?", or "What is the meaning of life?". Each student will be alone or a part of a small group for the purpose of gathering information concerning and reporting findings to classmates. Lastly, each student will, in a rather in-depth way, consider one aspect of faith and belief in a "cross-religion" way; e.g., burial practices, miracles, evangelism, sacrifice, stewardship.

A one day field trip will be arranged for the Cedar Rapids area to allow for a visitation-tour of as many centers of worship as time permits; e.g., Jewish synagogue, Moslem Mosque, Roman Catholic, Episcopal, Syrian, and "Protestant" examples. A day excursion will be arranged for exposure to the Amish life-style at Kalona, Iowa. A day observing the monastic life of New Melloray Abbey near Dubuque, Iowa is an enriching experience - especially if the host is "Father Jim" who does a great deal with multi-media.

The focal concept of Comparative Religions is: FAITH AND BELIEF.

Concepts and suggested time allocations are:

1. INSTITUTIONALIZED RELIGION - 2 weeks
2. FAITH FOUNDATIONS - 1 week
3. THEOLOGICAL SYSTEMS - 7 weeks
4. DEPTH ANALYSIS - 2 weeks

COMPARATIVE RELIGIONS

Concept 1: Institutionalized Religion

Focal Concept: Faith & Belief

Instructional Objective: The learner will understand that systems of faith and belief have certain central personal and socially defined functions.

Concepts:

- Human wants
  - Security
    - Meaning
    - Social - Ultimate Values - goals
  - Fellowship
    - Worship
    - Comfort
    - Joy
- Motivation
  - Persistence
  - Social Order
    - Ruled Behavior
      - Dependable
      - Predictable
    - Change
- Sect - Denomination
  - Size
  - Doctrine
  - Requirements

Key Question: What is the purpose of religion?

Interim Objectives: The learner will

1. Personally, and then as a member of a small group, participate in answering the question, "What is religion?"
2. Read and outline "Religion", SRSS Inquiries in Sociology, pp. 123-124.
3. View the slide-tape presentation "Man and his Gods," and from it infer personal and social functions of religion.
4. As a member of a small group (using the outline and slide presentation) determine:
   a) What the institution of religion does in and for society.
   b) Which of those identifies are essential for society.
   c) Which could be accomplished only by religion.
5. Evaluate "In the Beginning," Gaer, How the Great Religions Began, pp. 15-20.
6. Read and summarize to a partner one of the following biographies:
   a) Teresa Ortega, SRRSS Inquiries in Sociology, pp. 118-121
   b) Oliver X, SRSS Inquiries in Sociology, pp. 125-129.
7. Participate in a field trip to New Mellaray Abby.
8. As a member of a small group compile two lists of implications for society:
   a) If there were an increase in the importance of religion.
   b) If there were a decrease in the importance of religion.
   (these are to be done on light of religion's essential societal functions) (See #4)
9. Rank order and offer a retionale for the arrangement of the following statements:
   a) Religion is a crutch.
   b) Religion is a search one's self.
   c) Religion is a body of beliefs.
   d) Religion springs from man's sense of guilt.

e) Religion springs from man's experience of the infinite.
f) Religion springs from man's questions, fears and uncertainties.

10. Use the outline constructed and determine the difference between a sect and a denomination (SRSS pp. 123-124).

11. Draw a picture that will communicate "God" to the rest of the class without verbal explanation.

12. Formulate a 1 to 2 page written reaction to the following questions:

a). Would you rather be loved or respected?

b). What is the meaning of life?

13. Know the following terms and use them correctly in classroom activities:

absolve
asceticism
afterlife
agnosticism
amulet
austerity
antisemitism
belief
ceremony
chant
clergy
conversion
cosmos
covenant
creation
cynic
ethics
death
diety
dieism
divine
doctrine
ecumenical
egalitarian
eternity
fasting
faith
fellowship
grace
guilt
heresy
idol
infinite
justification
laity
Messiah
miracle
morality
monk
monotheism
mystic
omnipotence
oracle
pennance
pilgrimage
polytheism
prayer
profane
prophet
proseleyte
reincarnation
revelation
sacred
sacriface
sacrement
salvation
sanctification
scripture
sect
secularism
semetic
sin
social gospel
sorcery
syncretism
theology
theocracy
truth
transcendance
ultimate
witchcraft
worship

COMPARATIVE RELIGIONS

Concept 2: Faith Foundations

Focal Concept: Faith & Belief

Instructional Objective: The learner will understand that systems of faith and belief have many commonalities.

Concepts:

- Devine Ground
  - Gods
  - Spirits
  - Angels
  - Demons
  - Artifacts
- Good
- Evil
- Prophets
- Priests
- Human Nature
  - Phenomenal Self
  - Eternal Self
  - Goals
    - Now-Plight
    - Ultimate - Salvation
    - Attainment
      - Conduct
      - Destiny
- Literature - Scriptures
  - Unsystematic
  - Systematic

Key Question: Is it possible to view all religions using the same criteria?

Interim Objectives: The learner will

1. Read and outline "Introduction," Bradley, A Guide to World Religions, pp. 1-5.
2. Read and synthesize with objective #1 the following religion evaluative criteria:
   a. How is the DIVINE GROUND referred to?
   b. What is the goal for this life?
      1. For the PHENOMENAL SELF?
      2. For the ETERNAL SELF?
   c. What is the ULTIMATE goal?
   d. How are these goals obtained?
3. Formulate a 1 to 2 page written reaction to the following question, "What is the difference between good and evil?
4. Observe and analyze the slide-tape presentation "Man and His Values, An Inquiry into Good and Evil".

COMPARATIVE RELIGIONS

Concept 3: Theological Systems

Focal Concept: Faith and Belief

Instructional Objective: The learner will participate in the preparation and delivering of a presentation concerning one theological system and understand those presented by classmates.

Concepts:

Ancient Religions
Religions of India
- Hinduism
- Jainism
- Buddhism
- Sikhism

Religions of the Far East
- Taoism
- Confucianism
- Shintoism
- Zen Buddhism

Religions of the Near East
- Zoroastrianism
- Judaism
- Christianity
- Islam
- Parsee

Other
- Bahai
- The Occult

Key Question: How does each of the above "fit" the criteria of concept 2 "Faith Foundations?"

Interim Objectives: The learner will:

1. Upon choosing one of the above theological systems either alone or as a member of a small group prepare a 1-2 hour presentation for the balance of the class.
2. Evaluate source materials as to validity and authenticity.
3. Compile information as to how this system fits each criterion of the "model".
4. Identify materials that would be desirable for instructional aids during the presentation to classmates.
5. Make any assignments necessary to classmates.
6. Deliver a presentation to classmates regarding evaluative criteria and other pertinent information.
7. Complete assignments made by classmates.
8. Listen to and evaluate classmate and guest speaker presentations.
9. Participate in a 1 day field trip to various centers of worship in the Cedar Rapids area: and a ½ day field trip to Kalona, Iowa visiting places of interest concerning the Amish.
10. Synthesize the experiences in a 1 to 2 page reaction paper.

COMPARATIVE RELIGIONS

Concept 4: Depth Analysis

Focal Concept: Faith and Belief

Instructional Objective: The learner will evaluate one aspect of religion in an inquirying analytical way and understand other aspects presented by classmates.

Key Question: Which aspect do I choose, and how will I find time to do it?

Interim Objectives: The learner will:

1. Choose one aspect from the following list or suggest another aspect.

Apocraphal writings	lay movement
astrology	love
atonement	Messianic ideas
armeggedon	miracles
atheism	mountain top experiences
burial practices	religion and education
"contemporary" worship forms	religion and science
dietization of national heroes	religion and social change
ecumenical movement	religion and social control
eschatology	religious war
evangelicm - revival meetings	Roman Catholic reforms (contemporary)
evangelism - radio and TV	sacrifice
faith healings	science - the secular religion
fetishism	sectism
"God is dead" controversy	secularism
holy numbers	separation of church -state
King - God	Social gospel
worship through jazz	stewardship
"Jesus freak"	syncretism

2. Read a dictionary definition of the aspect from a dictionary of religions.
3. Formulate a hypothesis concerning the aspect.
4. Consult at least 2 encyclopedias and 6 sources other than encyclopedias and dictionaries to test the hypothesis.
5. Write a 2 to 5 page narrative regarding the testing information in regards to either the supporting of or the refuting of the hypothesis. (footnotes for direct quotes or ideas will be used as follows; (1:22): "1" refers to the page of the source -- of course, if it was a non-print source then no page number could be used)
6. Develop a conclusion to the hypothesis on the basis of the testing information.
7. Restate the hypothesis (if needed) in light of and consistent with the evidence.
8. Attach a bibliography to the paper.
9. Write a 1 to 2 page essay about the topic beginning with, "I feel . . ." or "I think . . ."
10. In a 5 to 15 presentation relate to classmates the finished product.
11. Listen to classmates relate their finished products.
12. Evaluate the course "Comparative Religions."

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Bradley, David G., A Guide to the World's Religions, Prentice-Hall, Englewood Cliffs, New Jersey, 1963.

Smith, Houston, The Religions of Mankind, New American Library, Mentor, New York, 1958.

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Gord, Ricahrd A., (Ed.), Buddhism
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Durrton, Leslie J., (Ed.), Christianity: Protestantism
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SRSS Crowd and Mass Behavior, Allyn and Bacon, Boston, 1972.
SRSS Religion in the U.S., Allyn and Bacon, Boston, 1971.

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Hudson, Winthrop, American Protestantism, University of Chicago Press, 1969.
Ellis, John Tracy, American Catholicism, University of Chicago Press, 1969.

Elkholy, Abdo A., Arab Moslems in the U.S., College and University Press, New Haven, Connecticut, 1966.

Life Magazine, (Ed.), World's Great Religions, Golden Press, New York.

Rosten, Leo, (Ed.), Religions in America, Touchstone Books, Simon and Schuster, New York, 1963.

Best Instructor Source:

Noss, John B., Man's Religions, Macmillan, New York, 1956.
(Although the instructor is advised not to be influenced by Noss's portrayal of Indian religions as being pessimistic as well.)

Rose, Peter I., (ed.), The Study of Society, Random House, New York, 1970. (pp. 666-719).

Films outside of RESA:

#66 - "The Return"
#67 - "The Occult"
#68 - "666", The Parable

Mid-America Films
Box 5
Des Moines, Iowa 50265

Filmstrips and Records or Cassette:

RESA #2350 - The Meaning of Christmas
RESA #2341 - Easter
RESA #4025 - The Hellinistic Greeks
RESA #4047 - The American Indian
RESA #4136 - Social and Cultural Life of the Colonists

Hinduism
Buddhism
Confucianism and Taoism
Judaism
Islam

Life Filmstrips
Time-Life Building
Rockefeller Center
New York, New York 10020

Kennedy IMC:

SI593 - Man and His Gods: An Inquiry into the Nature of Religion
SI592 - The Origins of American Values: The Puritan (2 parts)
Ethic to the Jesus Freaks (2 parts)
Kit 15 - Man and His Values: An Inquiry into Good and Evil (2 parts)

TRC Tapes:

T849 - Christianity Comes to Rome
T853 - March of Death
T855 - New Church Begins

Films:

RESA #00809 - First Americans and Their Gods
RESA #15207 - Who Are the American Jews
RESA #08422 - Indians in the Americas
RESA #08043 - Charlemagne and His Empire
RESA #07216 - India - Introduction to its History
RESA #07331 - Maya of Anciety and Modern Yucatan
RESA #15046 - The Medieval Crusades
RESA #07339 - Medieval Times - Roles of the Church

RESA #07979 - Reformation
RESA #00105 - Buddist World
RESA #16212A - Let My People Go
RESA #15057 - Middle Ages - Culture of Medieval Europe
RESA #01215 - Moslem World - Beginnings and Growth
RESA #07319 - Major Religions of the World
RESA #14998 - Indians of Early America
RESA #00636 - Spanish Influence in U.S.
RESA #15114 - Roger Williams - Founder of Rhode Island
RESA #08026 - Alexander the Great and Hellenistic Age
RESA #00782 - Ancient Egypt
RESA #00029 - Ancient Greece
RESA #08029 - Ancient Palestine
RESA #00030 - Ancient Mesopotamia
RESA #01127 - Ancient Persia
RESA #00031 - Ancient Rome
RESA #01128 - Ancient World Inheritance
RESA #08042 - Byzantine Empire
RESA #06859 - Cave Dweller of the Old Stone Age

American Studies Courses, 1972-74, Conceptual Organization

This list of the concepts around which Kennedy's eight American Studies courses were developed is meant to remind teachers of the organizational nature of our American Studies sequence in the Kennedy Social Studies Program; and to help reduce harmful course duplication and encroachment. Understanding the relationships among these courses should yield more effective instructional experiences.

I. Introduction to American Studies (our required course)

Focal Concept: American Experience in the 20th Century

1. Interpreting the Experience (skills)
2. Domestic Experiences
3. Foreign Experiences
4. Today Events and Tommorrow's Experiences

II. Environmental Studies

Focal Concept: Quality of Life

1. Population Transition
2. Progress and Pollution
3. Eco system
4. Regulation

III. Foreign Affairs

Focal Concept: The Nation State System

1. National Foreign Policy Goals
2. U.S. Foreign Policy
3. Internationalism

IV. Minorities

Focal concept: Ethnicity

1. Self image
2. Ethnic Heritage
3. Prejudicial Behavior
4. Resolution of Conflicts

V. Culture and Change

Focal Concept: U.S. Cultural and Technological Change

1. Humanities
2. Popular Culture
3. Technological Influences
4. Historical Cultural Analysis

VI. American Society

Focal Concept: Social Behavior

1. Intro: School as a society
2. Social Organizations
3. Social Status

4. Social Mobility
5. Social Profile of the U.S.
6. Social Persuasions
7. Social Perspectives

VII. Cities

Focal Concept: Urbanization

1. City Development
2. Dynamics of Urban Ecology
3. Formal Power Structure
4. Planning and Designing

VIII. American History Survey (1890's-1974)

The framework of this course, its concepts, is not yet developed, but will be a topical-chronological historical approach.

Format for presenting any and all Social Courses at Kennedy

Instructional Objectives:

1. Focal Concept-
   a. Other concepts
   b. Explainers

2. Cognative Objectives-
   a. Circumstances-time, place, setting, events, people
   b. Relationships, themes, trends
   c. Ideas and explanations

3. Affective Objectives-
   a. Value determination
   b. Feelings, impressions, emotions

4. Skill Objectives-
   a. Critical Thinking
   b. Performance

The six basic classes of the cognative behavioral thinking process are recognized, and hopefully orchestrated in all our courses-

1. Memory
2. Translation
3. Application
4. Analysis
5. Synthesis, (generalizations)
6. Evaluation

*reapplication

From Project # 50-C, Summer 1972

The basic and required course, Introduction to American Studies, provides the skills, process and content framework for all the American Studies courses, as well as the electives offered in Kennedy's Social Studies Program.

PREPARATIONS FOR NEW AND PILOT COURSES IN SECONDARY SOCIAL STUDIES

INTRODUCTION TO AMERICAN STUDIES, REVISION

Richard M. Pitner

INTRODUCTION TO AMERICAN STUDIES

The American Studies Program is designed to provide students with basic background information and problem-solving techniques that can be used to better understand our past and the nature of our contemporary society. Introduction to American Studies is intended to be a prerequisite course for all the other various social studies offerings presented within the framework of a high school's social studies program.

An Instructor's Guide to Presenting Introduction to American Studies

This modification of the required basic social studies course draws upon the experiences learned from teaching the course over a four term period. Some changes were made from the first teaching syllabus, and constant but careful changes - especially in up-dating reprinted articles used in lesson sequences - are recommended.

Continuity in purpose, objectives, rationale, organization, emphasis, and scope are vital if students are to receive a basic, predictable and definite common background in American Studies concern areas. Instructor preferences are not excluded in style of teaching, but continuity of course structure, emphasis and direction are essential in a coordinated and prerequisite social studies course.

A time limitation of twelve weeks demands a careful and tight course organization. The four concepts to be developed will require stress on investigative techniques as students utilize social studies methods and areas to examine various content elements in the Introduction course. Although it covers a chronological and topical area of 20th Century U.S. affairs, this is not intended as a survey course in U.S. History. We have a separate course "American History Survey", which does that. Instructor cooperation and coordination in presenting the basic course is strongly endorsed. This prerequisite course should be the most carefully conceived, organized, planned and executed learning experience in a student's high school social studies career. That should be the instructor's goal, as well as to develop a student's receiptivity to the interesting, useful, and mind-expanding aspects of American Studies.

This Instructor's Guide was funded under a Kennedy Curriculum Mini Grant, and formed part of the extended contract #43-C, Summer, 1973. The format for Introduction to American Studies was developed in the summer of 1972, under extended contract #50-C. This latter syllabus should be consulted as a reference source to use for additional ideas and class materials. Both endeavors are concerned with skills, process and content aspects of American Studies. The latter guide meets the criteria of state and district instructional aims, policies, and requirements, as they existed in mid 1973.

The Instructor is referred to the teaching guide "Introduction to American Studies" section in the Volume #50-C, summer 1972, for additional aids and ideas. This course should be coordinated with the "Materials Handbook for Teaching Introduction to American Studies", where handouts, reprints, activities, and assignments are arranged by concept and by order. Teachers must provide for appropriate utilization of provided reading sources.

District and state guidelines required that appropriate study of the contributions of minority groups to the American experience be definately included in this course, and that adequate treatment in emphasis, time and attention be given to this aspect of the Introduction course.

A variety of text book supplements should be utilized in presenting this course, including these basic references:

1. Field Series books, Perspectives in American History (Economics, Politics, Foreign Policy, Values)
2. Allyn and Bacon's, The People Make a Nation, Vol. II
3. Ginn's, Episodes in American History, Inquiry Approach, Vol. 4, 20th Century
4. Many other books on hand now, both in social studies and the IMC.

INTRODUCTION TO AMERICAN STUDIES

Contents of this Instructor's Syllabus

Item

Cover sheet
Table of Contents
Notes to the Instructor (from 50-C, Summer, 1972)
Conceptual Diagram, focusing upon "The American Experience in the 20th Century", the focal concept for the Introductory course.
Skills and Critical Thinking Lists

Concept One: Interpreting the Experience - Social Studies Skills

A. The Introduction
B. Social Studies Basic Skills Test
C. Overview of Social Studies areas and use of skills
D. Basic Disciplines and Skills Application Work
E. American Values Considered

Concept Two: Domestic Experiences

A. Use of historical perspective, viewing the past, "The U.S. Enters the 20th Century, 1890's-1914".
B. Use of sources of information, "The U.S. in the 1920's".
C. Use of skills in interpreting data, "The U.S. and the Depression of the 1930's"
D. Use of comparison and contraction techniques, "The U.S., 1945-55, and 1956-66".
E. Use of social studies methods in assessing our own time, "The U.S. Today, A Study of Now".

Concept Three: Foreign Experiences

A. A study in viewing evidence, "The Mystery of the Maine" and U.S. Expansion in 1898.
B. Investigation and historical fact, "The Lusitania Incident"
C. Determining motives - world crises involve the U.S. - as the past is studied in order to profit in the present, U.S. Neutrality, 1914-17 and 1931-41.
D. Developing, practicing, and assessing a policy: The Cold War Situation.
E. Foreign Policy Decisions Assignment

Concept Four: [redacted] Days Events Shape Tomorrows Experience

A. Experimental Continuity: The Past to the Present to the Future
B. A Portrait of America Now
C. Trends that link the past to the present
D. An awareness of our experiences as trends for the future
E. The American Dream Re-examined
F. Conclusion, Post Skills Test, Review, student summary

NOTES TO THE INSTRUCTOR

I.M.: Introduction to American Studies (#7000)

Classification: Required American Studies cource
Time Allotted: 12 weeks, 1 trimester term

Focal Concept: The American Experience in the Twentieth Century

Concept 1 Interpreting the Experience
Concept 2 Domestic Developments Shape the Experience
Concept 3 Foreign Events Shape the Experience
Concept 4 Today's Events Will Shape Tommorrow's Experience

On Teaching This Instructional Module:

This introductory course will consider some of the viewpoints, attitudes and experiences that did, are, and shall shape the nature of our society and our times. It is more than a historical outlook, it also reflects a concern with the current situation of our people and our culture. The stress is on an inquiry approach: ask, probe, examine, discuss, and analize. Historical situations are used as means--reference studies to the end, which is a knowledge of the way social scientists work, how they think, and how they relate to our lives today. In this respect it is a process course much more than it is a chronological U.S. History survey course, although elements of the latter are present. Focus studies will give the student a background working perspective in matters of time, place, setting, and significance of events and their relationships.

The Teaching Guide and its explanations with reference to materials, strategies and activities is quite complete. Teachers could use this course almost as it stands in this syllabus.

All students entering the high school must successfully take this course. It is designed as a unifying factor for any social studies area concern or course.

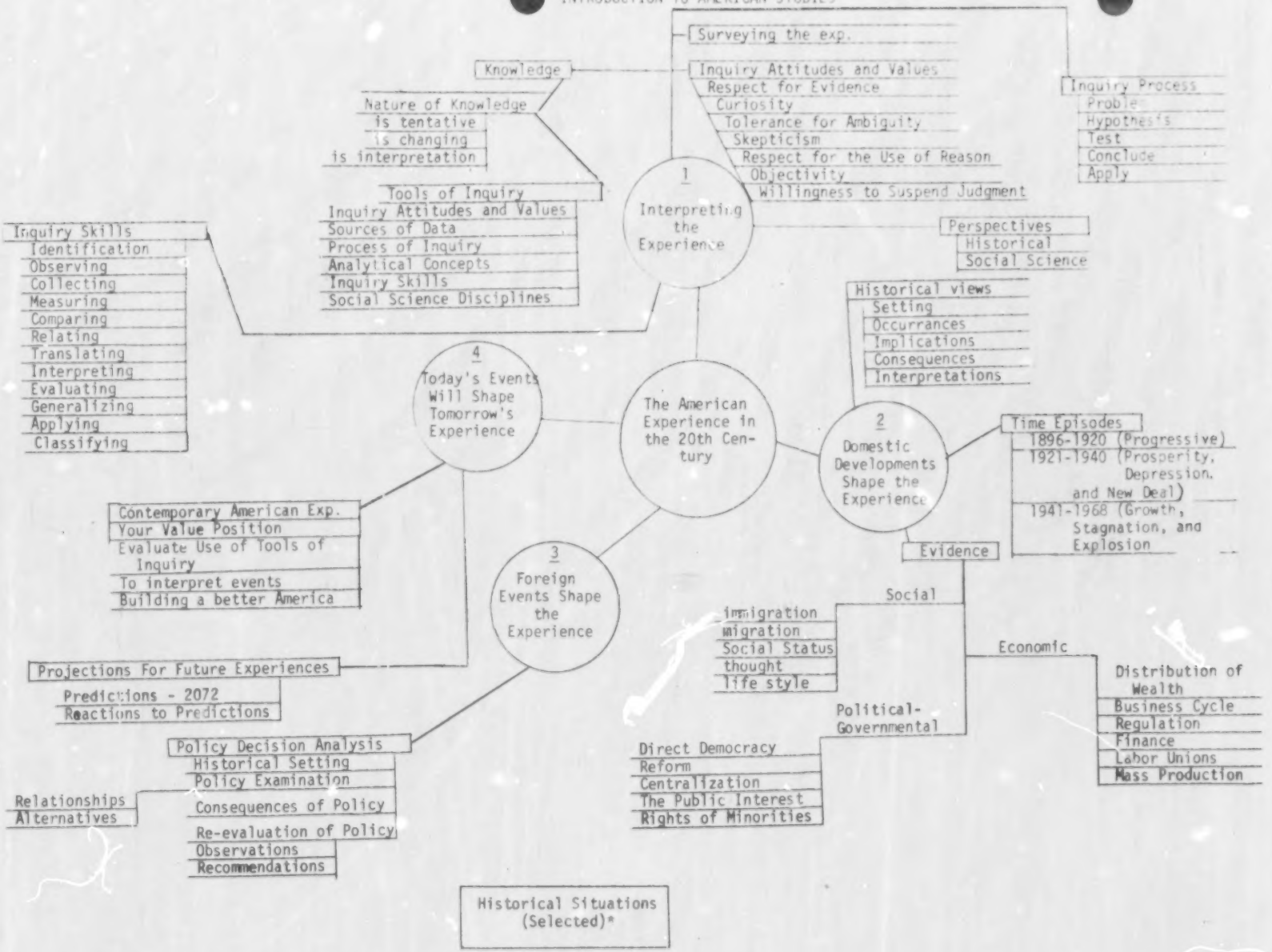
A Note On Student Sources:

Reference to the materials section of the teaching guide for this I.M. will provide a very useful bibliography source. In addition to this, reference is made to the various American Studies III teaching units (1966-68), and the American Realities I.M.'s developed at Kennedy (1969-71), both series available from the Social Studies Coordinator at the ESC.

Although several books are important to presenting this I.M., basic reliance has been place on the Field series "Perspectives in United States History". These four volumes are important to this I.M.:

a. America's Foreign Affairs, Ruth Anderson
b. The American Economy, Irwin Feller
c. Politics in America, Willard Gandy
d. American Values, Norman Weaver
e. The People Make A Nation, Vol.II, Sandler, Rozwenc and Martin: Allyn Bacon, 1971
f. Episodes in American History, 20th Century America; Burns, O'Neill, and Tull; Ginn, 1973

A number of articles have been selected for inclusion in this I.M. They are listed in the materials column; other suitable articles could be substituted.



* Decisions involving Americans in Foreign Events

KENNEDY SOCIAL STUDIES PROGRAM

A PROCESS OF INQUIRY

I. Defining A Purpose _____

- PROBLEM -

- A. Becoming Aware of a Problem
- B. Making the Problem Meaningful
- C. Making the Problem Manageable

II. Developing a Tentative Answer ___

- HYPOTHESIS -

Hypothesis: A statement of relationship between two or more variables.
Assumptions:
1) cannot be a "fact"
2) must be testable

- A. Examining Available Data
- B. Drawing Inferences & Assumptions
- C. Identifying Variables Present
- D. Stating A Hypothesis based on Available Data
- E. Stating Assumptions Implicit in the Hypothesis

III. Testing the Tentative Answer____

- TEST -

- A. Assembling Evidence
  1. Identifying Needed Evidence
  2. Collecting Evidence
  3. Evaluating Evidence
- B. Arranging Evidence
  1. Translating
  2. Interpreting
  3. Classifying
- C. Analyzing Evidence
  1. Seeking Relationships
  2. Noting Similarities and Differences
  3. Identifying trends, Sequences, and Regularities

IV. Developing a Conclusion _____

-CONCLUDE -

Carefully and logically summarize your findings based on the evidence you've deciphered.

This basic "Process of Inquiring" will be used in nearly all social studies instructional Modules at Kennedy. You will be asked and expected to frequently refer to this "Inquiry Process," to understand it, know how to use it, and apply it. This model is applicable to not only academic situations, but to problems encountered in everyday living.

Source: Barry K. Beyer, Inquiry in the Social Studies Classroom, A Strategy for Teaching. Columbus. Charles E. Merrill Publishing Co., 1971.

Educational Experiences through the use of Inquiry Methods

A MODEL OF INQUIRY

Selected Ideas from the 5th edition of the NCSS Bulletin #15, 1971. KSSP

Selected Items for the Testing of Study Skills and Critical Thinking, by Morse, McCune, Brown and Cook

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The procedure of pre-testing is predicated on knowing exactly what behavior the student is to manifest when engaged in critical thinking. L. E. Brown attempted to delineate these skills as follows:

1. The student will demonstrate his ability to locate the central idea by selecting it after reading or listening to a given selection.
2. The student will exhibit his ability to recognize emotional words by correctly identifying them in given selections.
3. The student will demonstrate his ability to distinguish between fact and opinion statements by correctly categorizing a given set of statements.
4. The student will demonstrate his understanding of the importance of facts and opinions by selecting statements that are most difficult to prove. (Proof)
5. The student will be able to identify and distinguish between a biased and unbiased source of information by identifying several examples of each.
6. The student will demonstrate his ability to evaluate the most valid source of information by selecting the best source for a given situation from a list of alternatives.
7. The student will demonstrate his ability to evaluate the best potential source, and the third best source for a given situation.
8. The student will evidence his ability to detect bias by identifying the most likely viewpoints of given persons towards a given situation experienced in an article or a speech.
9. The student will display his ability to distinguish between facts that are relevant and facts that are not relevant to a situation or problem by correctly identifying the relevant and nonrelevant phrases.
10. The student will demonstrate his ability to draw inferences by selecting the most logical conclusions based on evidence in a given selection.
11. The student will demonstrate his ability to evaluate the degree of certainty of inferences by correctly classifying given statements after reading of listening to a selection.
12. The student will demonstrate his ability to recognize stated and unstated assumptions by (listing or selecting) them after reading or listening to a given selection.

The first stage in critical thinking consists of the following six step process:

1. Isolating and carefully defining a specific critical thinking skill. Students need to know exactly what they are expected to master.
2. Providing opportunities for students to practice this skill. Practice is guided, with special materials provided and work "corrected." This is the mastery stage, where much remediation and explanation is needed. It is comparable to the primary level teacher providing experiences for children to learn selected initial consonants and vowels before trying to form them into words. No competent reading teacher would expect a child to gain reading skills automatically. He sharply

articulates them in isolation before combining them. This method is also essential in developing critical thinking skills.

3. After the skill has been mastered in isolated exercises, emphasizing its application to topics being studied and to the students' daily life. This application was probably mentioned in earlier teaching, but at this point it is strongly emphasized.
4. Designing materials which integrate the newly learned skill into topics currently being studied in class. This is an important step as it allows for reinforcement of the skill and also further demonstrates its applicability.
5. Administering a test to determine student mastery of the specific skill. This test will indicate any need for additional practice.
6. Reviewing the skill in later assignments and class discussions. This step is often overlooked in programs of skill development, but it is vitally important. If a skill is to be mastered, it must be practiced at later intervals.

Certain precautions that should be followed in making and using study skills test items beyond those ordinarily followed with objective-type achievement test items include:

1. Directions should be particularly clear and explicit.
2. The teacher constructing tests of study skills or critical thinking skills should limit the information required to that which was previously covered in class. A common error is the inadequate distinction between the skill to be measured and the required factual material to perform the skill.
3. Items should be phrased so that they are readily understood, and are clear as to what type of response is required.
4. Study skills exercises are probably best if confined to a general area, such as social studies or natural sciences.
5. The varying complexity of the skills suggests that a variety of approaches must be utilized to measure the various skills. Consequently, no single type of item can be said to be sufficient for testing critical skills, and probably they are best determined by subjective as well as objective means. A paper-and pencil test measures performance on the test only, and successful test performance would not necessarily mean that the pupil was accustomed to use critical skills in a real-life situation.
6. As pointed out in an earlier section of this Bulletin, the best educational use of items devised to test study skills is for diagnostic purposes. Their administration should be merely a prelude to classroom discussion which would provide opportunities for pupils to learn more about critical thinking by discussing with each other and the teacher the reasons for making responses as they did. Such tests should never be given as a "final examination," unless the skills have actually been taught in class. The main purpose of the sample exercises in this booklet is to provide models for possible application to individual classroom situations.

Exercise that can help increase the development of additional study skills and critical abilities:

1. Outlining. Students may be assigned to prepare an outline of some portion of the text, and be given a limited amount of time, such as five minutes.

Outlines may be compared and criticized in regard to form, content, clarity, and completeness. The assignment may be to prepare a detailed study outline, as for reference purposes, or merely a brief sketch outline of main points.

2. Summarizing. Students may read a paragraph new to them and then write a summary of it. This may vary from practice in writing a single-sentence summary to a more extended one. When students have finished, their summaries should be discussed and compared in the light of the material in theoriginal paragraph.
3. Constructing graphs. The same statistical information may be represented by a variety of graph forms. The teachers may conduct a class exercise or assign as individual projects the conversion of data presented in tabular form into different graphical representations, such as circle, bar, or line. If statistical information is found in descriptive rather than tabular form the process may be carried all the way through from tabulation to construction of one or more graphs.
4. Taking notes from a speech. The teacher may suggest that students take notes or make an outline of a speech which is to be delivered over the radio of television and which students will have the opportunity to hear outside of school hours. Outlines and notes may then be brought to calss for discussion and criticism. The teacher may wish to give a brief lecture which has been clearly organized, and by an examination of pupil's notes diagnose the difficulties he may be having in getting proper perspective, relationship, and form.
5. Visualizing from a written description. The teacher may locate a page or so in the text which gives a definite description of a battlefield or a settler's cabin. Students may try to draw a floor plan of the cabin, for instance, including all the furniture mentioned in the description in its proper place. They may then check with each others' plans for the purpose of improving their own or criticizing the given description for lack of clarity or definiteness.
6. Visualizing from an oral description. A situation similar to the previous one may be set up, except that the teacher or one of the pupils may read a description from some source with which the pupils are not familiar. They may then try to sketch out the plan of whatever is contained in the description and compare papers afterwards for discussion.
7. Observing. The class may observe a picture in the text or in the classroom and then list individually how many facts can be observed or inferred from the picture about the historical scene or background which it represents.
8. Reading. Students may read a paragraph from the text - then close their books and recall such data as facts, generalization, arguments, and illustrations given in the paragraph. This should be a paragraph which the students have not seen previously.

There are many other activities fostering desirable skills which may be developed in a similar fashion. A few in addition to those described above may be listed specifically:

9. Interpreting cartoons
10. Following directions
11. Participating in a panel discussion

12. Taking part in a debate
13. Planning & taking part in dramatic activities
14. Planning trips, diaries, letters, news items, etc.
15. Map-making
16. Drawing cartoons and posters
17. Construction models
18. Classifying collections of specimens
19. Planning and preparing exhibits
20. Participating in a mock trial or pantomine
21. Interpreting charts, diagrams,and tables
22. Interpreting maps
23. Analyzing pictures
24. Analyzing tape recordings
25. Evaluating critically models
26. Taking part in an interview
27. Classifying items in a list
28. Performing experiments
29. Making a survey in the community
30. Evaluating events in history
31. Applying principles to new situations
32. Synthesizing from a body of data

Selected item classifications for testing study skills and critical thinking -

1. Exercises on acquiring information
   a. using common references b. getting materials
2. Determining relative length of historical periods
3. Reading and interpreting graphs, charts and tables
4. Constructing and reading line graphs
5. Interpreting tabular data
6. Recognizing and interpreting trends revealed by satistical data
7. Identifying central issues
8. Distinguishing between statements of fact and statements of opinion
9. Discriminating between statements of fact and statements of motive
10. Determining difficulty of proof
11. Exercise on open-mindedness
12. Recognizing biased statements
13. Drawing inferences
14. Distinguishing between sources and secondary accounts
15. Exercise on consistency
16. Evaluating sources of information
17. Recognizing statements which support generalizations
18. Determining the relative significance of questions

from Social Education, NCSS, January 1973, pp. 67-68. Vol. 37 #1

Joseph Decaroli, What Research Says to the Classroom Teacher

A. Critical Thinking - (its Skills)

1. Defining: state the problem; clarify the meaning; establish criteria; agree to meaning of terms

2. Hypothesizing: "if then" thinking seeking alternatives; predicting; draw logical implications

3. Information Processing: seeking evidence, gathering information; identifying, selecting, organizing information

4. Interpreting, Generalizing: interpreting facts; generalizing from evidence; determining bias; make warranted inference

5. Reasoning: recognizing errors in logic, justifying opinions; reach logical conclusions; recognize unstated assumptions & values; support conclusions; determine cause & effect; determine logical relationships

6. Evaluating: evaluate against criteria; rating items; events, ideas; determining validity of arguments; distinguish fact from opinion; decide whether statements are true or false; judge reliability of date; evaluate conclusions

7. Applying: testing conclusions and deductions; apply generalizations; incorporate judgements into behavior

B. Suggestion on Classroom Implementation Regarding Teaching Critical Thinking Skills -

1. A commitment to incorporate opportunities designed to teach, practice, and apply critical thinking throughout the curriculum.

2. Precise definitions and understandings of critical thinking skills need to be selected or developed. Instruction must be geared to the mastery of each of these specifically defined skills.

3. It must be determined whether students possess the necessary skills and understandings prior to instruction - for example - reading skills, map and chart reading skills, discussion techniques.

4. Decide on a strategy or technique which would be most appropriate for the skill being taught.

5. Select, develop and organize the materials and content which will motivate students' interests and facilitate the development of critical thinking skills.

6. Evaluate student development on a number of ways - both during the course and upon its completion.

Bibliography

NCSS - 37th Yearbook "Effective Thinking in the Social Studies," 1967.
NCSS - 33rd Yearbook "Skill Development in Social Studies," 1963 - Chapt. 3.
NCSS - Bulletin #15, 5th ed. "Selected Items for the testing of study skills and critical thinking", 1971

INTRODUCTION TO AMERICAN STUDIES

Concept One: Interpreting the American Experiences

Basic Social Studies Skills, Process and Perspectives

Specific areas within concept one:

A.	An introduction to the course; Beginning Activities	est.	2-3 days
B.	Administering the "Social Studies Basic Skills Test"		2 days
C.	Overview of Social Studies Skills areas and use of skills		½ week
D.	Basic Social Studies disciplines and their skills application exercises		1½ week
E.	American Values Considered		1 week
	this time allocated for Concept I, skills		4 weeks

Any basic Introductory course purporting to stress techniques used by and skills needed by people concerned with social situations, as is the case with social scientists in the social studies, must do just that. This concept is concerned with social studies skills, perspectives, areas of specialization, and the resulting process which can make the discovery or presentation of information and evidence as content knowledge a useful learning experience and pratical tool in any student's interest area investigation. This introductory concepts closes with questions involving the indentification, questioning, and verification of selected values in the American experience.

INTRODUCTION TO AMERICAN STUDIES

Concept 1 - Interpreting the Experience (Social Studies Skill Areas)

An Introduction to the Course

Time estimate:
2 to 3 class days

A series of class activities designed to "warm" students up toward:
- social studies concerns
- each other
- their own considered and explained opinions on various issues

Some introductory activities are suggested here, others are alluded to, others are up to the teacher.

Exercise One - Where Are We?

A = Agree
N.O.F. = No Opinion Formed
D = Disagree

___ 1. The price of hamburger today is definitely higher than what it should be.

___ 2. Nixon did not know anything about the Watergate episode.

___ 3. I favor the new Iowa law that legalizes drinking at age 18.

___ 4. The quality of education experiences obtained in the public schools is deteriorating.

___ 5. I can trace my ancestors on both sides of the family back for one hundred or more years.

___ 6. U.S. involvement in the Vietnam War has not been all that bad, because it had the desirable aspect of national introspection of values.

___ 7. I favor a four day work week with a three day week-end.

___ 8. When traveling in other countries, I would tell people that I was an American, a citizen of the U.S.A.

___ 9. The U.S. is basically a classless society, with few definite differences between the rich, the poor, and the middle class.

___ 10. Americans work harder than almost any other group of people.

___ 11. The U.S. has been more fortunate than most other nations.

___ 12. This land and its people form a happy society.

___ 13. Now it's your turn to write one.

Be prepared to announce your view on any question, and to defend it. Then, take an opposite view than you took on a question, and try to defend it.

INTRODUCTION TO AMERICAN STUDIES

Concept One:

Estimated time: 2-3 days

A. Introduction to the Course

Options

1. "Where are We?" Experience one. Some below-up discussion.
2. "Characteristics of Nationalities" exercise. Idea of ethnocentrism emerges.
3. "An American is 1. _____ (after national characteristics)
   2. _____
   3. _____
4. A reaction to a value statement suggestion-(example) "Americans are ambitious, idealists, and selfish." adjectives. Accept, qualify, or reject this, explaining their views. Then, they'll write and discuss their own completion of the root idea as expressed by students in 1 of 3 new value statements on the board.
   a. Then revise, if desirable, students initial assessment of what an American is, in terms of 1-2 sentences.
   b. The question concerning how the student sees himself compared to this generalization of "An American is _____" should be asked.
5. Ask students to consider how they assess our own "American Experience in the 20th Century"? (Adjectives, Impressions, Ideas, Judgements.) An explanation for these feelings should be obtained. Let the matter rest here, no attempt at consensus or finality should be made.
6. Numerous other appropriate, non content heavy activities, would be useful in the Introductory segment.

Give students a list of basic social studies skills they will be using, and are expected to master, during their time in the course. (Suggest issuing everyone a copy of the four page, "Study Skills and Critial Thinking" from the NCSS. Underline appropriate skill goals, talk about them, use them in class, teach them in application situations. Then test for their mystery, which would include the two administrations of the "Social Studies Basic Skills Use."

Introduction to American Studies
Interpretation: Social Studies Basic Skills Test

B. Basic Social Studies Skills Test

"The Social Studies Basic Skills Test" should be given about the fourth and fifth days of class. It is a timed, five area coverage, skills assessment. It will be machine scored, so students must use a pencil and an appropriate scan sheet. Results will be recorded. Student scores should help both the teacher and the student determine his skill understanding and mastery within five basic social studies concern areas.

An individual test diagnosis will permit the instructor to both realize where the class requires additional work experiences and where individuals require or do not need additional work.

Test Section	Title	Items	Time Factor
I	Sources of Information	1-20	12 minutes
II	Data Analysis	21-48	30 minutes
III	Social Studies Vocabulary	49-65	10 minutes
IV	Critical Thinking & Analysis	66-78	25 minutes
V	Historical Content	79-109	25 minutes

The recommended time block allocation is:
Tests sections 1,2, and 3 on the first test day; sections 4 and 5 the second day. The test in this form, will require two class periods to give. It should follow a 2-3 day Introduction.

When the student score reports come back, they shoud be recorded in the grade book, but not treated as a letter grade factor. This result should help diagnose each students position in these social studies skill areas. Later assignments could well be grouped to include students who need follow-up work in given skill areas.

A readministration of this test near the end of the Introduction course will test for or skill improvement. Hopefully student scores would indicate progress in these determined skill use areas. Score differences will be compared and measured.

Test # _____

Kennedy Social Studies Program

Introduction to American Studies

Social Studies Basic Skills Test

Designed to determine and measure students understanding and progress in five identified social studies skill areas:

Section	Title		
I.	Sources of Information	1-20	(20)
II.	Statistical Data	21-48	(28)
III.	Social Studies Vocabulary	49-65	(17)
IV.	Critical Thinking and Analysis	65-78	(14)
V.	Historical Content	79-108	(30)
			108

Please do not write on this booklet or on it's pages.
Place you responses to the questions after the correct numbered item on the answer sheet provided. Use a lead pencil only as ink marks will not be read. Do as well as you can on each of the five sections. If you come to a very difficult item, try to answer it, but do not get "hung-up" on any one question instead go on to the next item. There is no penalty for guessing.

Do not work ahead in another test section until you are asked to do so.

Project #44-C,
Summer (1973)

Kennedy Social Studies Program

Skills Assessment; Introduction to American Studies

PLEASE DO NOT WRITE ON THIS TEST. USE THE ANSWER SHEET!!

Part I-Using Sources of Information

1. Which kind of world map would most clearly indicate the major industrial regions of the world?

   A) Political
   B) Population
   C) Economic
   D) Physical
   E) Natural Resources

Identify the following as primary or secondary sources:

A) Primary B) Secondary C) Neither A or B

2. An interview with an eye witness to the McKinley assassination-

3. A textbook account of the McKinley assassination-

4. A newspaper article describing the McKinley assassination written the day of the event by a reporter at the scene-

5. A paper written by an expert in political assassinations which discusses the McKinley murder-

6. Photographs of the McKinley assassination-

7. Which source of the following would be sure to tell you if the Congressmen from your district actually voted for a farm bill that he supported in his campaign speeches?

   A) U.S. Department of Agriculture: Year-book of Agriculture
   B) Congressional Record
   C) A large city newspaper
   D) A U.S. News and World Report
   E) The Congressman's Monthly Newsletter to his constituents

8. In which periodical of the following would you expect to find an article about Spanish-American war battles?

   A) Natural History
   B) American Heritage
   C) Time
   D) Current History
   E) National Geographic

(cont., Test on "using sources of information)

9. Which of the following items could be used to cast doubt upon the authenticity of journal dates 1894 describing the daily life of a factory worker written in the first person?

A) the journal accurately describes food prices at the time
B) the journal mentions names of people known to be living at that time.
C) the journal describes the physical lay-out of the factory which is typical of the factories of the period.
D) the journal contains no grammatical errors.
E) the journal was discovered in the attic of a house constructed in 1912

10. To which of the following would you turn for the most objective opinion on racism (factual and fair) in the United States.

A) Rev. Billy Graham (evangelist)
B) Malcom X (Black Muslin)
C) Eric Severeid (news analist)
D) Charles Evers (Black Mayor of Fayette, Mississippi)
#) August Meier (historian and author of Negro Protest and thought in the twenthieth century)

11. The most recent information about the United States economy will probably be found in which of the following:

A) A high school world history text book
B) The Statesman's Yearbook
C) A set of encyclopedias
D) A high school world geography textbook
E) The Dictionary of States of the United States

12. Which of the following would give you the most complete and specific information concerning the contributions of Andrew Carnegie to American Society?

A) An encyclopedia
B) Who was Who in America
C) A biography of Andrew Carnegie
D) A high school history textbook
E) A book entitles American Captains and Industry

13. Which of the following book titles suggests the most detailed explanation of United States foreign policy during the period of the second World War?

A) Memoirs by Harry S. Truman
B) The War, a Consise History, 1939-1941
C) Berlin Diary: The Journal of a Foreign Correspondent, 1939-1941
D) Thirty Seconds over Tokyo
E) American Diplomacy During the Second World War, 1941-1945

14. Which of the following could be used by you to find the most valuable source of information concerning the effect of Herbert Hoover's decisions upon the course of the Depression?

A) Herbert Hoover's autobiography
B) A campaign speech made by Franklin D. Roosevelt in 1932
C) A statement made in 1930 by a carpenter who had lost his job
D) A newspaper article (written in 1930) describing economic conditions
E) The Republican Party platform of 1932

In answering the following question, 15 - 20, use these answers:

a. Most reliable source
b. Next most reliable source
c. Least reliable source

In studying the effects of President Nixon's Phase III program for controlling inflation--

15. Statistics issued by the Department of Labor concerning the "Cost of living" for the period.

16. President Nixon's report to the Nation discussing the results of his economic policies.

17. An analysis by an expert economist of the affects of Phase III.

In studying the events surrounding the Japanese attack on Pearl Harbor--

18. Memiors of a survivor of the attack written in 1955.

19. An editorial in the Washington Post written December 8, 1941.

20. A modern historians description of the event.

PART II, DATA ANAYSIS

Items 21-24 are based on the following information.

Gallup Poll
Des Moines Register
Feb. 1973

Report Decline in Persons Favoring Large Families

TABLE A

This question was asked, as in all previous surveys: What do you think is the ideal number of children for a family to have?

Ideal Number of Children?	1973
One	1%
Two	46%
Three	23%
Four	14%
Five	3%
Six or more	3%
None	1%
No opinion	9%

TABLE B

The following table shows the change in views between 1967 and today by key population groups:

	1967	1973	Point Change
NATIONAL	40%	20%	-20
Men	34%	18%	-16
Women	45%	21%	-24
Under 30 years	34%	12%	-22
30-49 years	40%	22%	-18
50 & over	42%	24%	-18
Protestants	37%	20%	-17
Catholics	50%	23%	-27
High School	40%	19%	-21
College	34%	12%	-22
Grade School	44%	31%	-13

TABLE C

Per Cent saying 4 or more is ideal number of children

1936	34%
1941	41%
1945	49%
1947	47%
1953	41%
1957	38%
1960	45%
1963	42%
1966	35%
1967	40%
1971	23%
1973	20%

To obtain the results reported today, personal interviews were conducted Jan. 12-15 with a total of 1,549 adults, 18 and older, in more than 300 scientifically selected localities across the nation.

21. Based on the 1973 poll, what was the ideal number of children per family?

A) 4
B) 3
C) 2
D) 6 or more
E) 0

Table "B" shows, the change in views between 1967 and today by key population groups of those favoring four children or less.

22. From the information given which of the following statements can be made as a valid conclusion?

A) Men have made a greater change in views than women have.
B) Catholics and Protestants seem to have become similar in their views.
C) College students favor families of four or more than those who have completed high school or grade school.
D) The decline since the 1967 Gallup Survey has come among all population groups except those in the under 30 years of age.
E) The largest percentage point change was made by people 50 and older.

23. According to Table "C"

A) There has been a continous decline in the percentage saying 4 or more is the ideal number of children since 1960.
B) 1966 was the first year that the percentage of people favoring four or more children dropped below 40%.
C) The percentage of people favoring four or more children dropped between 1941 and 1945 probably due to the second World War.
D) There is no year that the percentage stating four or more children as the ideal number is the same.
E) The decade in which the percentage favoring 4 or more children dropped below 30% is the decade of the 70's.

New Orleans Lakefront Airport
Inner Harbor Navigation Canal
Desire Pkwy
Shopping Center
Neighborhood
Popchartrain Park
Southern Railroad
Peoples Ave
Franklin Ave
Camp Leroy Johnson
Leon Simon Dr
St Roch
Boys Home
Sch
Jasmine
Clover
Clematis Ave
Fairmont Av
Elysian Fields Ave
Robert E Lee BLVD
Prentiss Av
Mirabeau Ave
Anthony Av
London Ave
Gentilly Blvd
Outfall Canal
Paris St
Filmore Ave
St Bernard Av
Bayou St John
Wisner blvd
Mandolin
Lake Ponchartrain
City Park
N
New Orleans Neighborhood Locations
Muliple lane highway
Neighborhood boundary
Scale in miles

24. From all the information which of the following statements is a valid conclusions?

A) The decline since the 1967 Gallup survey has been most pronounced among women, Catholics, younger adults and persons with college or high school backgrounds.
B) The U.S. population will level off sometime after the year 2000.
C) The Cost of Living seems to have no influence on birth date.
D) Lower economic groups favor having larger families.
E) Having an only one child is highly favored.

See map on page 69 to answer questions 25-29.

25. Neighborhood 1 is separated from neighborhood 2 by--

A) Mirabeau Avenue
B) A shopping center
C) Higgins BLvd.
D) Highway 10
E) Chef Menteur Highway

26. The Boys home is located--

A) At the corner of St. Rock Ave. and Prentiss Ave.
B) About 1 mile east of Ponchartain Park.
C) One block west of the southern railroad tracks.
D) At the corner of St. Rock Ave. and Franklin Ave.
E) On Lakeshore Drive.

27. To reach the north end of City Park a resident of Neighborhood 2 would most likely cross Bayou St. John on-

A) Wisner Blvd.
B) Robert E. Lee Blvd.
C) Mirabeau Ave.
D) Highway 10
E) Prisa Drive

28. A through Street turning North and South is--

A) St. Roch Ave.
B) Press Drive
C) Anthony Ave.
D) Franklin Ave.
E) Wisner Blvd.

29. Neighborhood 1 is distinguished from Neighborhoods 2 and 3 by--

A) The fact that it has a shopping center
B) That it does not have the Inner Harbor Navigation Canal as one of it's boundaries
C) That it does not have the Southern Railroad as one of it's boundaries.
D) That it contains no park.

The following table is to be used for items 30 to 32

EARNINGS

Sex	Under 5,000	Over 5,000	
Male	180	450	630
Female	290	80	370
	470	530	1000

Annual Earnings by Sex - Cedar Rapids, Iowa - 1972
A Randomized and Fabricated Study

30. Both earnings and sex are called

a. Variables
b. Rows
c. Hypotheses
d. Categories
e. Columns

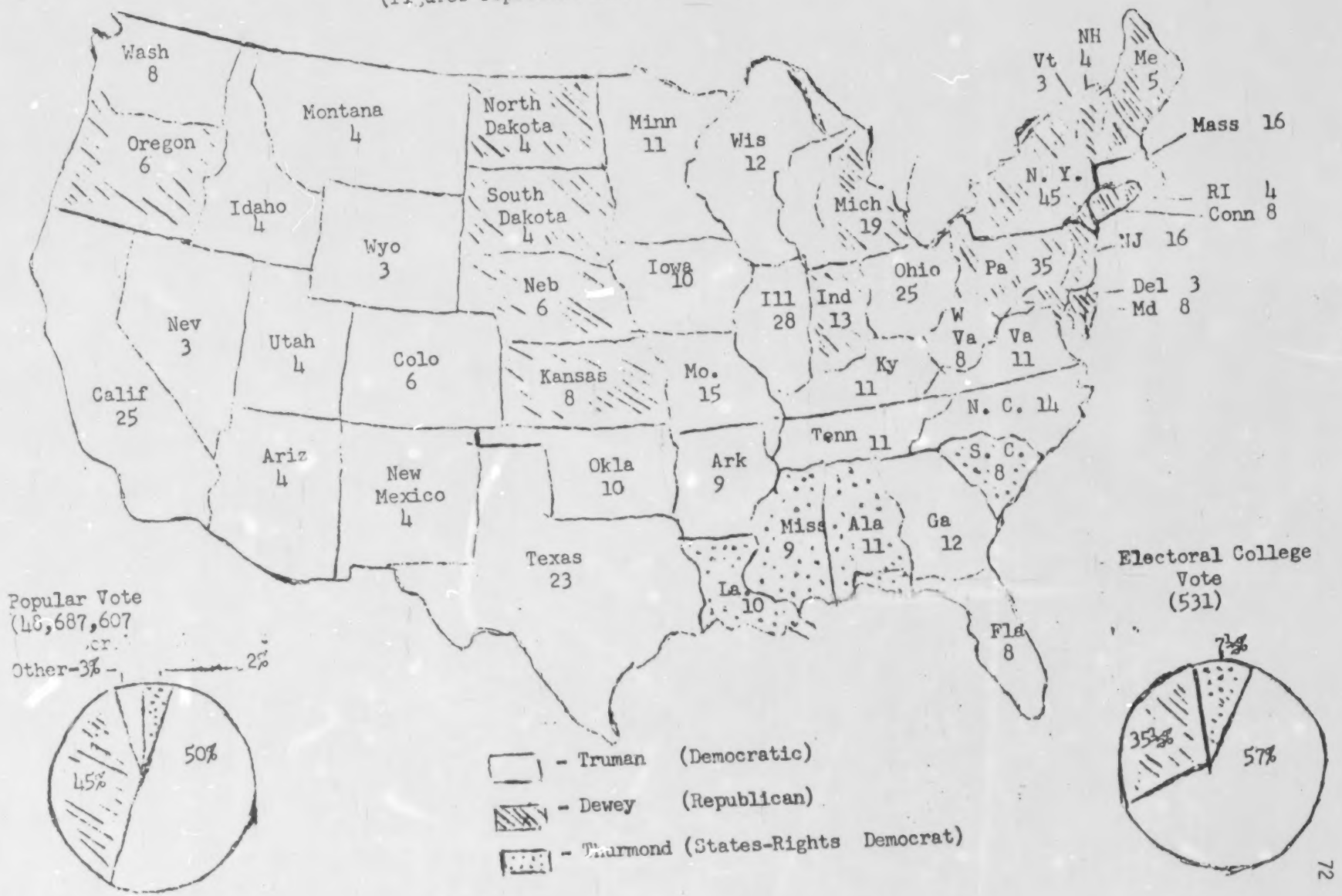
31. Both male and female are called

a. Variables
b. Rows
c. Categories
d. Number of cases
e. Columns

32. 1,000 is the N of the survey . N is data analysis shorthand for

a. Normative number
b. Nationalist discrimination
c. The Noun of the study
d. Nothing really
e. Number of cases surveyed

The Presidential Election of 1948
(figures represent Electoral vote)



Popular Vote
(48,687,607
cr.

Electoral College
Vote
(531)

Items 33 - 37 are based on the preceding United States election map and circle graphs.

33. Which of the following statements is correct?

A) California has more electoral votes than Ohio.
B) Texas has the most electoral votes of any states west of the the Mississippi River.
C) There are four states having only four electoral votes.
D) Texas and California were the only states West of the Mississippi River to have more than twenty electoral votes.
E) Utah is the state with the fewest electoral votes.

34. Which of the following statements is correct?

A) Truman won 351/2% of the electoral college vote.
B) The number of voters in the electoral college was 531.
C) The Popular Vote exceeded 50 million.
D) Thurmond won the same percentage of the popular vote as he did the electoral vote.
E) The electoral vote was divided between two candidates.

35. From the information given on the map which of the following statements is the most valid conclusion?

A) It is possible to win a Presidential election without winning all of the states with the largest electoral vote.
B) It is possible to win a Presidential election without winning a majority of the electoral vote.
C) It is not possible to win a Presidential election without winning a majority of the popular vote.
D) The candidate who wins the election always wins the same percentage of the popular vote as he does the electoral vote.
E) It is not possible for a third party candidate to win votes in the Electoral College.

36. From the information given on the above map which of the following statements is the most valid conclusion?

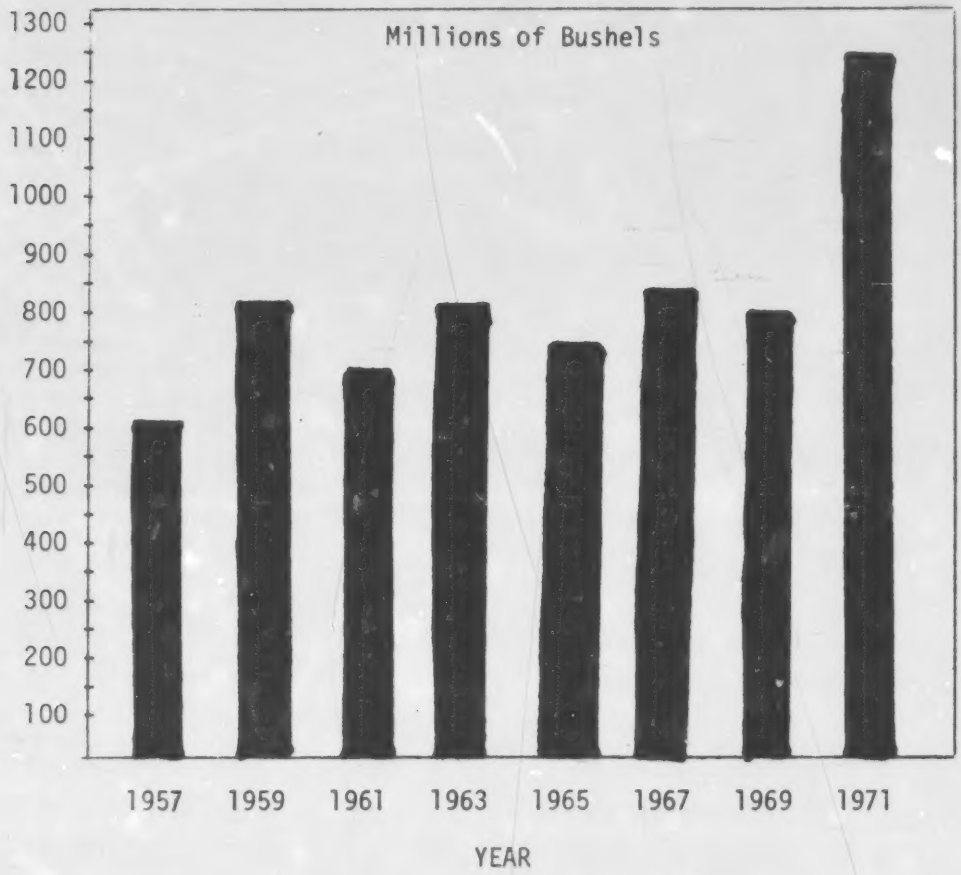
A) Thurmond swept the southern states.
B) Truman received most of his electoral vote from the northeastern seaboard states.
C) Dewey received his strongest support from the traditionally Republican Middle West.
D) The States' Rights Democratic Party had national appeal.
E) Truman received support from all geographic sections.

37. From the information given on the map which of the following statements is the most valid conclusion?

A) Truman won the election because he won the two states having the largest number of electoral votes.
B) If there had not been a third party Dewey whould have probably won more electoral votes.
C) Dewey won a greater share of the Popular vote than Electoral College votes.
D) Other candidates received 3% of the Electoral College Vote.
E) Thurmond won a greater share of the popular vote than Electoral College vote.

The following BAR GRAPH is to be used for question 38 - 40.
(Source: Iowa Crop & Livestock Reporting service printed in Des Moines Register) Jan. 1973

IOWA CORN CROP



"Commentary" The 1972 corn crop was estimated at 1,201,750,000 bushels as of November. 10% of the corn was yet unharvested in late December. The 1971 crop was 1,180,140,000 bushels.

38. The largest corn crop for Iowa reported on this graph is for what year?

A) 1957
B) 1961
C) 1970
D) 1971
E) This cannot be determined from the data given.

39. The smallest corn crop reported here is how many bushels?

A) 605 million bushels
B) 750 million bushels
C) 920 million bushels
D) 1,180 million bushels
E) this cannot be determined from the data given.

40. The reason for the significantly lower corn crop in 1970 after several years of higher yields (1966 & 1968 were about equal to 1969) was that:

A) There was insufficient rainfall in 1970.
B) Iowa farmers planted more soy beans in 1970 because of a wet spring.
C) Iowa farmers planted more soy beans in 1970 because their price went up.
D) There was insufficiant seed corn available in 1970.
E) This cannot be determined from the data given.

Refer to the following table in answering items 41 - 45.

The Expanded Common Market - An Economic Profile (Feb. 1973 N.Y. Times)

	Country	GNP $ Billions	Population millions	Annual Rate % Growth 60-70	Exports Billions	%GNP	Cereals Pro. Mil. tons	Crude Steel Output mil.
1.	West Germany	$186.4	60.8	4.8	$34.2	18.3	18.4	(18.4)ton
2.	France	147.6	50.8	5.8	17.7	12.0	32.5	32.5
3.	Britain	121.4	55.7	2.8	19.4	16.2	13.3	28.3
4.	Italy	93.2	54.5	5.7	13.2	14.3	14.9	17.2
5.	Netherlands	31.3	13.0	5.1	11.8	37.7	1.5	5.0
6.	Belgium	25.7	9.7	4.9	11.6	43.8	1.7	12.6
7.	Denmark	15.6	4.9	4.8	3.3	21.1	6.6	.5
8.	Ireland	3.9	2.9	3.9	1.0	27.6	1.4	.1
9.	Luxembourg	1.0	.3	3.4	*	*	.1	5.5
10.	United States	991.1	205.4	4.0	43.2	4.4	193.0	122.1
11.	Japan	196.1	103.5	11.0	19.3	9.8	1.7	93.3

* included with Belgium

Autos Per 1,000 Pop.	1)	234	Doctors Per 100,000 Pop.	1)	155
	2)	245		2)	123
	3)	213		3)	113
	4)	187		4)	179
	5)	200		5)	125
	6)	215		6)	154
	7)	219		7)	134
	8)	122		8)	102
	9)	267		9)	106
	10)	432		10)	165
	11)	85		11)	112

41. Which country has the greatest Gross National Product (GNP)?

A) West Germany
B) Belgium
C) Japan
D) United States
E) Luxemborg

42. Which country has the least amount of doctors per 100,000 population?

A) West Germany
B) Italy
C) Belgium
D) United States
E) Ireland

43. Which European Common Market Country produces the least crude steel?

A) Britain
B) Netherlands
C) Ireland
D) West Germany
E) Denmark

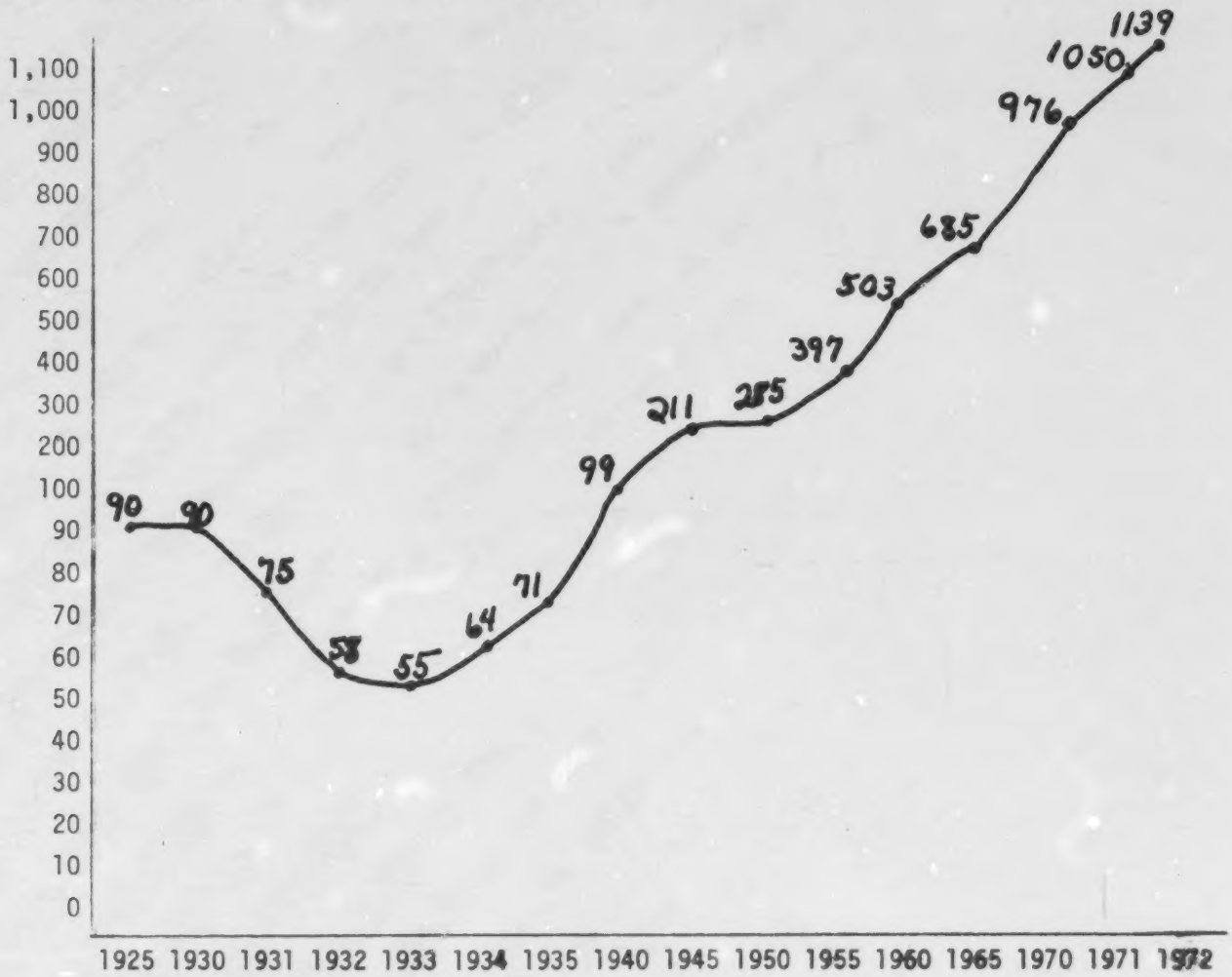
44. Which European Common Market country produces the most cereals?

A) France
B) West Germany
C) Luxembourg
D) Italy
E) United States

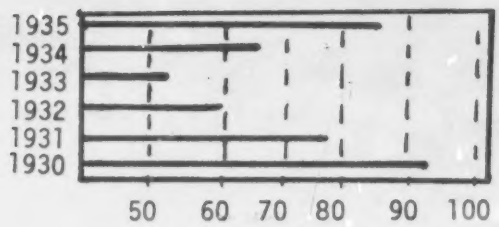
45. The dollar value of the exports of Denmark are about what percent of Italy?

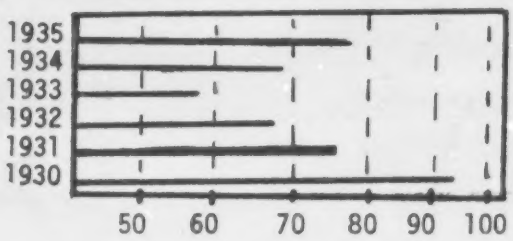
A) 400%
B) 12.5%
C) double
D) 25%
E) triple

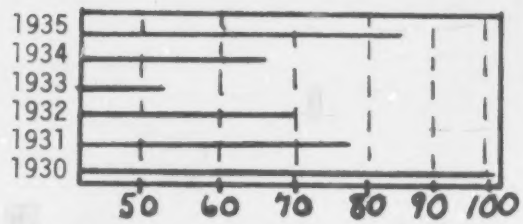
The following LINE GRAPH is to be used for questions 46 - 48.
*GNP (Gross National Produce) is the market value of all goods & services produced and/or performed in the country.

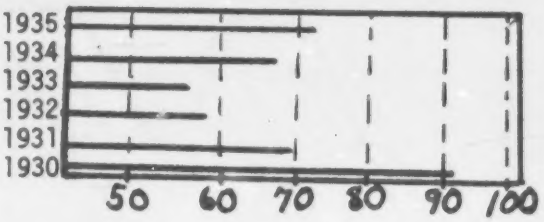


46. Converted into a bar graph the years 1930 - 1935 would look like:

A)


B)


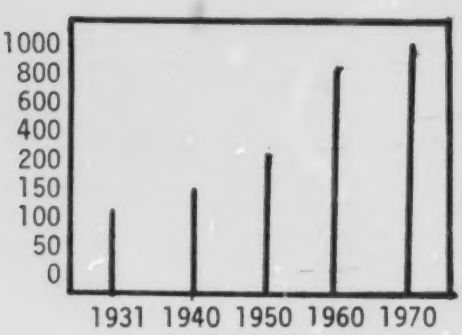
C)


D)


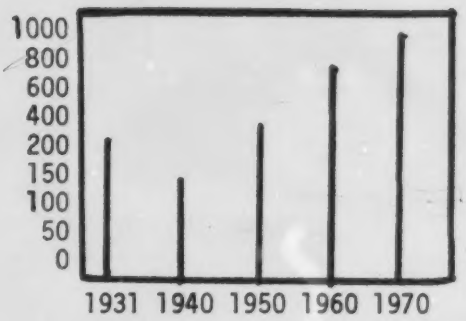
E) None of these

47. Converted into a Bar Graph the GNP for the years 1931, 1940, 1950. 1960, and 1970 would look like:

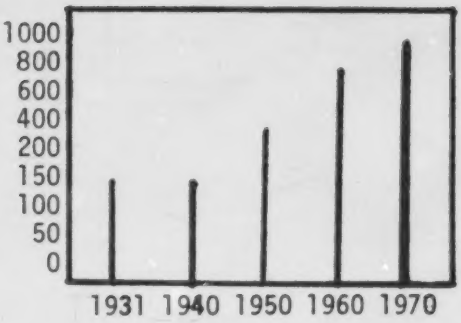
A)



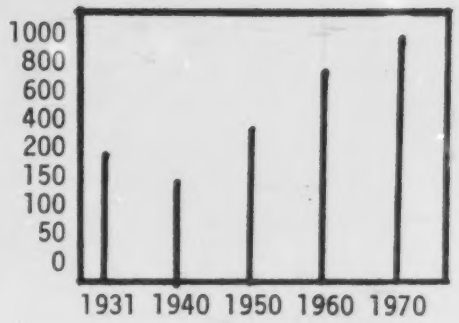
B)



C)



C)



E) None of these

48. The greatest problem that the constructor of this graph has in communicating the message desired is:

A) too many years are compared
B) people find it too difficult to think in terms of billions of dollars
C) few people care about the GNP
D) the category of GNP has too many graduations
E) the category of GNP contains a double scale of graduations

Section III. of skills test

49. Every person has a FRAME-OF-REFERENCE. On the basis of my FRAME-OF-REFERENCE I percieve, interpret, and/or categorize various items (both physical and social) with which I come in contact. My FRAME-OF- REFERENCE is a result of:

A) The book I read last week.
B) How my parents treated me during childhood.
C) My entire life experience up to now.
D) Formal educational training.
E) Critical thinking in difficult situations.

50. Any SCIENCE (physical or social) is based on the assumption that:

A) People are funny.
B) It is better to know than not to know.
C) Its findings cannot be challanged.
D) Equipment and money are important.
E) To become an authority takes hard work.

51. Any SOCIAL SCIENCE discipline area concerns all except which of the following?

A) Emperical (using one of the senses) research.
B) Involves discovery, description, explanation, and prediction.
C) A value-free attitude in relation to the manipulation of data.
D) Studies interactions of people one with another and with their environment.
E) Hearsay evidence is considered valid.

52. The SOCIAL SCIENCE discipline that deals with, "The scarcity of and the production and distribution of goods and services based on unlimited wants and limited resources," is:

A) Economics
B) Political Science
C) Socialogy
D) Physical Science
E) Chemistry

53. Sometimes a person can perceive (see) something (either physical or social) only in one way; e.g., all four-wheeled vehicles are cars. . . or; all people over 30 are "out of it". When someone cannot perceive a distinction obvious to most others, that person has what is known as a:

A) Historical perspective.
B) Well defined self-concept.
C) Stream of consciousness
D) Mind-set.
E) Piece of hard data.

54. An Hypothesis is:

A) A short story derived from a theory.
B) A restatement of a philosophical truth involving variables.
C) A statement of relationship between two or more variables.
D) An application of scientific truth.
E) A statement of proven research results.

55. The SOCIAL SCIENCE discipline that deals with "The relationship of and the effect of groups on individuals and individuals on groups," is:

A) History
B) Political
C) Economics
D) Geography
E) Social Psychology

56. We deal with CONCEPTS constantly. Something (physical, social, tangible or abstract) is a CONCEPT if you can:

A) Get a mental image of it.
B) Touch it
C) Find a dictionary definition of it.
D) Discover an authority on it
E) Draw a cartoon of it.

57. The most probable sequence of a SCIENTIFIC METHOD or a process of inquiring would be:

A) Test-conclude-problem-hypothesis
B) Conclude-problem-test-hypothesis
C) Problem-hypothesis-test-conclude
D) Conclude-hypothesis-test-problem
E) Problem-conclude-hypothesis-test

58. A person is said to have experienced CULTURAL SHOCK if:

A) The person is struck by lightening.
B) The person knows what to do in a new situation but most others do not know the role expectations.
C) The person is astonished at how little people are able to adapt.
D) The person knows what the role expectations are, but can't fulfill them in a new situation.
E) The person is somewhat bewildered with the new customs and unknown expectations in a new situation.

59. The SOCIAL SCIENCE discipline that deals with "A general concern for time, place, circumstances, and motivation," is:

A) Geography
B) History
C) Philosophy
D) Religion
E) Physics

60. To an Investigator EVIDENCE is:

A) Any bit of information
B) Verified information
C) Only information that supports the investigator's hypothesis
D) A hypothesis leading to a conclusion
E) A problem leading to a conclusion

POWDER
CONGRESSMEN USED BY

61. Many animals live in societies. However, only humans develop a CULTURE. Only humans pass on aspects of their group life from one generation to the next. A group of people are said to be a CULTUPAL group if:

A) They do things together
B) There is a division of labor and sharing with in the group
C) There are patterns of a fair behavior acquired and transmitted by symbols (words and or gestures).
D) There exists a heirarchy of roles or positions which can be hereditary or acquired by a few.
E) Values of the group include "progress" and "achievement."

62. CAPITALISM is an economic system usually tied closely to the political system, which is based upon the accumulation and investment of capital by private individuals who then theoretically become part owners of the means of production and distribution of goods and/or services. An example of a capitalist would be:

A) Someone who has two cars, a boat, and a ten-room house.
B) Someone who just purchased 250 shares of Collins common stock even though the price per share just dropped 2 points.
C) Someone who paid $3,600.00 federal income tax last year.
D) Someone who just donated $10,000.00 to Coe College because he graduated there in 1962 and his son plans to attend there next year.
E) Both A & B

63. The BEHAVIORAL SCIENCE discipline areas are:

A) Sociology, Religion, Biology, and History
B) Cultural Anthropology, Sociology and Social Psychology.
C) Cultural Anthropology, Sociology and Political Science.
D) Biology, Physics and Chemistry, Astronomy
E) Art, Religion, Philosophy, Metaphysics and History

64. SOCIALIZATION is a lifelong process. A candidate for any particular role is involved in a SOCIALIZATION process if (choose the most accurate response):

A) The candidate learns the appropriate values, beliefs and other expectations of the role.
B) There is a money entry fee for the candidate.
C) A social worker is on hand to define the terms.
D) A formal agency aids rich and poor alike.
E) The candidate demonstrates a proper attitude and is enthused about gaining entry to the group of which the role is a part.

Part IV. Critical Thinking and Analysis

Items 65-69 are based on the cartoon which appears on page 81

65. In the cartoon the figure bound in chains represents:

A) The President of the U.S.
B) The F.B.I.
C) Lawyers and Judges
D) The United States of America
E) Washington D.C.

66. According to this cartoon:

A) The President of the United States is pro-monopolies while we Congressmen are against the monopolists.
B) There is only one monopolist
C) The present situation is bad, but new laws will soon change things for the better.
D) The present laws are adequate.
E) The people's rights depend upon legislature action.

67. The symbols of evil contained in this cartoon include:

A) The figure in chains.
B) The buzzards and the serpent.
C) The snail and the figure resting on its back.
D) The rocks and the clouds.
E) All of the above are symbols of evil.

68. What is most likely the opinion of the cartoonist?

A) Congress is the champion of the people's rights.
B) Monopolists are putting life into the country.
C) Monopolies are the foundation of the country.
D) Monopolists are destroying the life of the country.
E) There is no way to control the monopolies.

69. From this cartoon which of the following assumptions would be the most valid?

A) Monopolies have always controlled the United States Congress.
B) Laws controlling monopolies were not enacted before 1930.
C) At one time in United States history monopolies were a political issue.
D) Uncle Sam was a monopolist.
E) Monopolies no longer exist in the United States.

70. A newscaster should not be indicating his bias if he referred to the American Indian Movement as:

A) Activists
B) Hoodlams
C) The Reds
D) Subversives
E) Agitators

71. On August 6, 1945 President Truman gave the order to drop an atomic bomb on the Japanese city of Hiroshima. Which of the following morning newspaper headlines most factually describes the event?

A) Insane Bombing
B) Truman Uses A-Bomb
C) One Bomb-One City
D) Japs Scared by A-Bomb
E) Harry the Giant Killer

72. Which of the following textbook headings indicates the bias of the author?

A) Postwar Inflation Begins
B) The National Debt Grows
C) A Recession Brings Rising Unemployment
D) Critics Urge More Federal Spending
E) Too Much Military Spending

73. Which of the following newspaper headlines indicates bias by the author?

A) Ex-Communist Browder Dies
B) Rule Against Firestone Ads
C) France Snubs Nuclear Curb
D) Earthquake Hits Japanese Island
E) Accept Pact in Air Strike

74. Which of the following statements indicates the bias of the author toward Progressive Education:

A) "Progressive" Education has dominated educational thinking in the public schools for the last half century.
B) John Dewey was the author of Progressive Education.
C) Progressive Education Advocated teaching the Process of adjustment.
D) Washington D.C. Schools were among the first to be exposed to John Dewey's Ideas of Progressive Education
E) Conservatives fought a losing battle against the Noble experiment in Progressed education.

This article appeared in an Iowa newspaper dated June 17, 1973. Read the article, and answer the four items 75-78.

We suspect that much of what is revealed about Republican campaign efforts, raising money, hiding names of contributors, etc., is not hundreds of miles apart from what the Democratic party has done. The particular crowd that Richard Nixon seems to have attracted to his CREEP (Committee to Reelect the President) group is a gross caricature of American politics, to be sure, but it is a matural outgrowth of what has been tolerated in all parties for too long.

We were reminded of Antony's funeral oration in Shakespeare's "Julius Caesar" where he speaks of the conspirators as "all honorable men" and keeps repeating that phrase throughout the speech. He means, of course, that Brutus and Cassius and the others are men of high social standing, men who pay their debts, men who would not steal or tell lies in their ordinary lives. But in politics, in search of power, they were willing to resort to the dastardly crime of assassination.

The leaders of CREEP are men who are honorable in the same sense. You would be glad to trust them with your money. But in politics they stooped to things they would not tolerate in their private and business lives. Again we are not speaking of crimes, which may have been committed, but of simple matters of honesty, truth-telling and openness.

If the Ervin committee hearings do nothing else, they will be valuable to show Americans the seamiest side of their party politics and, we should hope, direct them to reforms of the system once they realize the direction in which it has been headed.

75. This excerpt is best categorized as:

A) A part of an editoral by the editor.
B) A syndicated column feature
C) A researched short factual report
D) A researched factual summary, without giving the source
E) A portion of a news service release

76. The title of the article from which this excerpt was taken read "ALL HONORABLE MEN". Of the following, which best states the style of writing the author's title is an example of:

A) Humor
B) Political anthology
C) Sarcasm
D) Historical comparison
E) Congressional evaluation

77. What is the central issue of the selection?

A) All political parties are corrupt
B) The Ervin committee is or has found the truth
C) CREEP is exactly that in politics
D) Political parties do not need to be corrupt
E) The Colhar, Brutus, Cassius triangle is not analogous to the Nixon, Mitchell, Dean triangle

78. The article seems to infer (suggests but does not specifically state) that:

A) Richard Nixon and his associates are not honorable men
B) The Ervin Committee hearing uncovered serious political corruption
C) Shakespeare's chief characters in "Caesar" were less than honest
D) The conduct of Mr. Creep and Mr. Brutus was similar
E) Americans have ignored political misbehavior and protected their politicians

Part V. Historical Content

Match the event with the time period:

79. Cuban Rebellion brings "Maine" to Havana on eve of Spanish American War
80. Increased Emphasis on individual rights by Supreme Court
81. Stock Market Crash begins "Great Depression"
82. Gulf of Tonkin resolution concerning U.S. in Asia
83. "New Deal" programs of Government economic activity
84. The time of national prohibition
85. Segregation in public facilities delared unconstitutional
86. Cuban Missle Crisis brings grave great power confrontation
87. Beginning of World War II challanges new U.S. neutrality laws
88. Largest number of immigrants enter U.S.
89. Constitutional conflict between President and Congress over war making powers.
90. U.S.S.R. launches Sputnik
91. Sinking of the "Lusitania" affects U.S. neutrality views
92. Bombing of Hiroshima opens nuclear age
93. Washington disarmament Conference to limit navies.

Answers

a) 1890 - 1910
b) 1911 - 1919
c) 1920 - 1929
d) 1930 - 1940
e) 1941 - 1973

94. Mr. A, an historian (social scientist), and Mr. B, a scientist, have much in common, The one thing that sets them apart in their work is that:

A) They have different political beliefs and views, one being more conservative than the other.
B) Social conditions can not be isolated and duplicated in a laboratory as can scientific conditions.
C) Scientists look for changes that are observable as evidence while social scientists look for explanations that can be supported by facts.
D) Only scientists are concerned with having precise studies that can be verified by other peoples research.
E) Only historians are concerned with questions involving the relationship of one thing causing or affecting another thing.

95. Which of these was given least consideration by the 19th Century industrialists?

A) Keep potential radicals or socialists out of their factories
B) Securing government aid and protection for industry
C) Avoiding ill effects which improved means of production might have upon social conditions
D) Limit the power and growth of labor unions
E) Eliminate competition

96. What was the chief threat to democratic government in the U.S. during the 1885 - 1900 period?

A) The failure to Americanize immigrants
B) The abuses of Negro suffrage
C) The influence of big business on the government
D) The disfranchisement of ex-Confederates in the South
E) The mistreatment of the Indians

97. Which was not a basic factor in bringing the U.S. into a war with Spain in 1898?

A) The rights of the U.S. according to our Monroe Doctrine
B) The demands of U.S. newspapers for sensational stories
C) The sympathy felt for the mistreated Cuban people
D) The imperialistic ambitions of some of our leading citizens
E) The willingness to exert U.S. power in the Caribbean region

98. Compared to the East, the West in the 19th Century was:

A) More thickly populated
B) More conservative in its politics
C) More democratic in its social customs
D) Had a more definite sense of permanance
E) Better educated and more highly cultured

99. What was the government's attitude toward trusts during most of the Progressive Era (1900 - 1916)?

A) That good trusts should be allowed to exist, but under government supervision and regulation
B) That the government should not interfere with the organization of trusts or their operation
C) That the economics which they made possible justifies their encouragement by the government in every way
D) That all trusts were basically evil because they stifled competition
E) That all economic activities would regulate themselves in the open market of free competition

100. Which has never been seriously advanced as a reason for the entrance of the U.S. into World War I?

A) Desire to safeguard and extend democratic principles of government ment
B) Desire of capitalists to safeguard loans made prior to our war entry
C) Desire to stop German violation of our neutrality
D) Desire to obtain territorial rewards in case to victory
E) Desire to check German power in Europe

101. An important principle of Coolidge's economic program was the idea of:

A) Less Government interference in private business
B) Government subsidies to encourage needed social reforms
C) Government aid in fixing the price of agricultural products
D) Building a Government owned merchant marine that surpassed any other
E) A minimum wage for workers and maximum price for goods

102. Which was not used by the New Deal as a means of stimulating recovery following the depression of 1929?

A) Lowering prices to encourage mass purchasing
B) Lowering tariff rates to encourage foreign trade
C) Increasing the amount of money in circulation
D) Establishing a minimum wage for the employed
E) Creating Federal public works projects to employ people

103. Which contributed most to the U.S. pursuing a foreign policy different from that of any other great power prior to World War II?

A) A navy greater than that of any other power
B) Basic unimportance of foreign trade to its economy
C) Geographical distance from any other powerful nation
D) Failure to become a member of the League of Nations
E) Its many minority groups made alliances of wars impossible

104. Which of these wars, like World War II, obliged a President of the U.S. to turn his attention from a comprehensive program of reform to military preparedness?

A) The Spanish American War; 1898
B) The Korean War; 1950
C) The First World War; 1917
D) The Mexican War; 1846
E) The Chilean War; 1891

105. Four of the following have suffered during the last two world wars. Which one has not?

A) Toleration of aliens and unpopular beliefs
B) Families being separated
C) Conservation of national resources
D) Personal freedoms and civil liberties
E) Growth of a partriotic spirit

106. Which of the following was not characteristic of the U.S. population trends in the mid 20th Century?

A) The center of population moved westward, as did the Frontier
B) Metropolitan areas grew rapidly
C) A greater proportion of people were over age 65
D) A steady increase in immigration occurred
E) The average age decreased as more babies were born

107. In what year was the total population of the U.S. approximately evenly divided between urban and rural locations?

A) 1875
B) 1890
C) 1900
D) 1920
E) 1940

108. What was the purpose of the Truman Doctrine?

A) To contain Russian expansion in south east Europe
B) To counter Russian expansion in south east Asia
C) To give a reason for keeping U.S. military forces in Germany
D) To provide aid to rebuild war torn western Europe
E) To offer aid to newly independent developing nations

END OF SOCIAL STUDIES
PRE TEST

Kennedy Social Studies Program

INTRODUCTION TO AMERICAN STUDIES

INFORMATION ANALSIS

Name _____ Date _____ Hour _____

Source Title _____

1. List three major events which occurred in this time period -

   A. _____

   B. _____

   C. _____

2. What one person dominated this time period because he typified the America of the era? _____

   Why does he typify this time period? _____

   _____

   _____

3. An American living at this time was alive at a time when these concerns were visible as important themes in America:

   A. _____

   B. _____

   C. _____

4. Summarize:

   A. At this particular time period, the most important thing to people of that time was probably _____

   _____

   B. An American living at this time was probably a person who _____

   _____

   C. The importance of this time and its central issue to our contemporary America is that _____

   _____

5. A perceptive one-sentence summary of the central theme and situation covered in this film is: _____

_____

_____.

6. One unanswered question that you think should be asked about the information in this film that needs a better explanation is: _____

_____

_____?

7. Your concluding thoughts about this period and its situations: _____

_____

_____.

Film and Discussion Notes:

INTRODUCTION TO AMERICAN STUDIES

Interpretation

C. Science and the Social Studies Areas or Disciplines

This sequence ("Packet", if choosen) is designed as an inquiry approach to finding out what one method of inquiry is; what science is generally; what the divisions of science are; how the humanities fit into the picture; and how ordinary people like you and me react to both the sciences and the humanities. This overview of science and the social studies will provide needed skills and background for analyzing in greater depth some of the specific approaches and frames of reference of the various social studies areas. You will learn briefly what the social studies areas are, what phenomena are studied by each and, to a degree, what some of the methods of each are as practioners go about studying and investigating that with which they are concerned. This is an attempt to show that social studies concern or interest, and the methods or tools that are used, is not limited merely to the traditional historic viewpoint.

The sequence will go something like this:

1) A Model of Inquiry
2) Process of Inquiring

Your instructor will explain these two handouts.

3) "It Was Obvious"

Here you will probably work with one other person.

You are to place a "P" in front of any phrase that is a "problem".
You are to place an "H" in front of any phrase that is a "hypothesis".
You are to place a "T" in front of any phrase that is a "test".
You are to place a "C" in front of any phrase that is a "conclusion".
You are to place an "A" in front of any phrase where application takes place.
(You might want to devise some other coding symbols like "ND" for "New Data".)

4) "Umbrellaology", or Methodology in Social Science
Here again you will probably work with one other person. You are to place an "F" in front of any phrase or sentence that is "FOR" science and an "A" in front of any phrase or sentence that is "AGAINST" science. After you are finished, draw a line down the center of a clean sheet of paper, label the readings as they appear below, and then write under the appropriate headings (similarly to the examples) your abbreviated understanding of phrases about scientific methodology using the places in "Umbrellaology" that you put an "F" or an "A".

FOR SCIENCE	AGAINST SCIENCE
science deals with any object	silly to investigate some things
truth is goal	no use or benefit

5) Forming a Hypothesis
Read and understand how to write a hypothesis. Construct a CAUSAL MODEL (the base word of "causal" is "cause") using the VARIABLES in each of the two hypotheses.

6) Hypothesis-Evidence Record Sheet
   a) Now you are ready to formulate a hypothesis of science based only on UMBRELLAOLOGY. Your paper of abbreviated understandings "FOR" and "AGAINST" Science should be of assistance here. The PROBLEM is "What is science?"
   b) Now state some ASSUMPTIONS which are implicit (understood or implied) in your hypothesis.
   c) Next, construct a CAUSAL MODEL of your hypothesis. Make it complicated if you like, but a simple one is all that's necessary.
   d) You are now ready to TEST your hypothesis with evidence (data). There will be 46 pieces of evidence which you will use. On the sheet provided, evaluate and write in the number of each piece of evidence SUPPORTING or REFUTING (maybe you'd like to create another category of your own choosing) your hypothesis.
      - evidence numbered 1 through 42 are on the page SCIENCE-EVIDENCE.
      - evidence numbered 43, 44, and 45 will be shown on an overhead for you by your instructor. Included here will be an explanatory sheet, THE SOCIAL STUDIES AREAS.
      - evidence numbered 46 is BEHAVIORAL SCIENCE RESEARCH. Pay special attention here to internal and external threats to validity.

7) You have now formed a HYPOTHESIS concerning a PROBLEM; stated some ASSUMPTIONS implicit in your hypothesis; constructed a CAUSAL MODEL concerning your hypothesis and dealt with a considerable amount of evidence. In light of your evidence, formulate a new hypothesis consistent with the evidence you have considered.

8) Construct a causal model of your new hypothesis.

9) In your own words write what you now feel science to be. Stated differently you are to write in complete sentences (between 1 and 2 pages) what you now feel is your answer to the question, "What is science?"

10) Evaluation
You will be presented a study using this study you will
   a) state what the PROBLEM was
   b) state what you feel the HYPOTHESIS was
   c) construct a CAUSAL MODEL of the hypothesis
   d) describe briefly how the hypothesis was TESTED
   e) state what the CONCLUSION of the study was
   f) list some (at least 4) threats to the validity of the study
   g) suggest some (at least 5) ways that the study could be redone making it more valid.

11) You are now ready to look at examples of social studies areas.

INTRODUCTION TO AMERICAN STUDIES

Interpreting the American Experience

D. SOCIAL SCIENCE AREAS, BASIC DISCIPLINES

The nature and interests of the various social science "disciplines" has already been reviewed. This study sequence works with the following social science areas; and instructional aids that accompany that particular social science area:

1) The social scientist

   a. Differences between a social scientist and a scientist.
   b. Reading "A Social Scientist Looks at Knowledge", R. Slynd.
   c. Reading Lynds, "Twelve Unthinkable Hypotheses"
   d. Article reprint, "Old Capital Detective Work" by Art Hough.

2) Anthropology and one of its tools, archeology

   a. Film, "Dr. Leaky and the Dawn of Man". Discussion of how to follow it.
   b. Article reprint, "Goelogists Play Role in Dating Prehistoric Skull", follow up on Leaky film, similar work area.
   c. Article, "Key to Mexican Mystery".

3) Journalism, a non-social science area with social commentary

   a. Handout, "Journalism"
   b. Article, read and analyzed, "Angry at McGovern for Comparing Viet Nam Bombing to Hitler's Massacres". An editorial view.
   c. Article, "Big 10 Excitement", human interest reporting.

4) History, its perspective and use in understanding the past, present, and future.

   a. Handout, "Introduction to the Study of History, How and Why?" Read and discuss
   b. Article, "Mast Logs". A study of causation and its limitations.
   c. Reprint - "Christopher Columbus" by Will Cuppy.
   d. Article - "Contemporary Historians View of America".

5) Sociology and interesting gathered information

   a. Polling - Basic research methods, handouts, and introduction to sampling.
      - Iowa Poll, "Iowans Show More Confidence in Nixon", quiz
      - Gallup Poll, "Nixon Leading McGovern by 26% in Poll" and study of these two polls, their data, format, methods.
      - Read article, " Jimmy the Greek Sniffs at Polling Experts"
   b. Data (Information) analysis
      - Naval table, 1939, exercise. Do and discuss. Check out the Naval Table with the 9 "Tests of Reliability in Interpreting Data" on the back side of the table.
      - Read the handout, "Model: Social Inquiry Method".
      - Apply this model to studying the two examples on the back side of sheet "Searching for True Answers".

- Looking at a summarized study, read and analyze the article reprint, "You Get Smarter with Age, Study Shows".
- Review situation, read the article, "Using Practical Sociology".
- Using sociological tools - reading and considering the reprint article "Relating Two Theories of Rebellion" from SRSS.

6) Geography

a. "Importance of Relative Location" exercise

7) Economics

a. "Receipt, Outlay and Debt", lesson.

INTRODUCTION TO AMERICAN STUDIES

Concept One: Interpretation

E. American Values Considered

1. Ask or pose the question, "What do Americans value?"

   a. Elicit some varied responses.
   b. Then go back on a couple of these and ask why we might value these things?
   c. Ask, but do not press home, the question, "What do you value?"

2. Pass out the handout 15, Dominant American Values by R. Williams.

   a. Introduce them as one man's considered list. Students should read it.
   b. "Update" this values list-indicate 2 or 3 of these most important to our people today; 2 or 3 least important to Americans today. Circle and check.
   c. Also students indicate the 1 or 2 of the 15 most important to them, 1 or 2 least important to them.
   d. Add to this list, if possible, additional important value concerns that students feel belong there. Subtract any that no longer seem proper. Why did you make these choices as you did?
   e. Question, "Why have several of our values changed or shifted, what caused it?"
   f. Are there any conflicts in values presented here? What, and why?

3. Use the A-V (tape and slide show) in the IMC, view it, watch for its ideas or comparisons, and then use it as a reference to help consider a background or framework to considering American Values. "The Origins of American Values: The Puritan Ethic to the Jesus Freaks." (2 parts, 33 minutes total.) Center for Humanities, Inc.

INTRODUCTION TO AMERICAN STUDIES

Concept Two: Domestic American Experiences

Specific areas within Concept Two:

A. Viewing the past, a historical perspective of the U.S. at the turn of the century, 1890's-1914.
B. Using sources of information, the U.S. in the 1920's.
C. Evaluating Data and information through interviewing, the Depression of the 1930's.
D. Comparing and contrasting decades, the U.S., 1945-1955 with 1956-1966.
E. An analysis of our own times, the U.S. Today, 1967-1973, a study of now

Time Allocation Recommendation:

Four weeks total
Obviously this would mean, as an average, not more than four days per assignment area in terms of skill, content, and class discussion situation.

The format is to utilize basic social studies skills with historical periods to yield both a knowledge of historical trends or themes, and a working knowledge of social studies investigation techniques and perspectives. Strategies should employ nearly all basic learning methods.

There will be a concentration upon A-V information supplements during this concept.

Recommendations:

A.	1890's - 1914	Films - "1898", part I; "Innocent Years", parts I & II
B.	1920's	"Jazz Age"; filmstrips G.A., "The Twenties, Strenous Decade"
C.	1930's	"Life in the Thirties", both; filmstrip on the Depression, G.A.
D.	Contrasting Decades	"Not So Long Ago, 1945-1950"; "1954"
E.	Study of Now	"The Seventies"; filmstrip, "1960's, Decade of Hope and Despair".

Appropriate reading assignments should be carefully selected for each skill and topic-period study. The basic American Studies books that focus on domestic developments should be utilized. Several supplementary article reprints and the designated handouts for specific assignment situations should be used to coordinate instructional organization and desired learning experiences.

INTRODUCTION TO AMERICAN STUDIES

Concept Two: Domestic American Experiences

Examining the Five Selected Focus Areas: Skills and Historical Perspective

Activity 1 - Use of the historical decade view of the U.S.

Students should select what they feel was the most important event from those that occurred domestically, and tell why they feel this was so. Do this for each decade, including fitting-in choices and selection from the 1970's. Then in class, criteria for selecting significant events should be considered and determined. From this gathered list, a class list of important events would emerge which would be translated into trends in common to most of these nine decades. (Exaggerated in importance events could also be determined) This exercise provides both a chronological relationship and a theme interpretation view of the U.S. in the 20th Century.

Activity 2 [A] Viewing the past, the U.S. from 1890's - 1914.

Basic procedures learned to study the past will be reviewed. This exercise would provide an application follow-up for the work in Activity One. An analysis of the U.S. at this time should be used: situation, goals held, problems, opportunities, any events and people, "national moods". Any presented information must be explained and hopefully substantiated. In class, information sharing is urged.

Activity 3 - [B] Using sources of information, the U.S. of the 1920's

This assignment and learning situation should introduce or reacquaint students to the use of various information sources pertaining to general and specific topic studies. The result should be a research check-list and a brief research paper, 2-3 pages, on a topic of importance in the 1920's U.S. Summaries of the research findings and discovered information should be presented to the class. This is a basic research and information interpretation assignment.

Activity 4 - [C] Evaluating Data and obtaining information from interviews, the Great Depression of the 1930's.

We shall try to seperate emotion from judgment as we consider the impact of the Depression of the 1930's. First, student perceptions of this series of events could be sampled and discussed in class. Then, a cold analysis of pertinent statistics should provide a new view of the dimension of the impact of the Depression. Our poll and interview work in the community will focus on how Americans remember and view this series of events. Films and reading as added - perhaps biased - sources will provide more information. Students will then be asked to re-evaluate the "Great Depression". This could be a group project.

Activity 5 - [D] Comparing and Contrasting Decades, the U.S., 1945-55 and 1956-66

Information - or content in terms of facts, events, names and dates - often come in various confusing bunches. This exercise will seek to have students work from a rather large presentation of evidence; develop a frame of reference, establish personal mental identification aids, classify, categorize, sort, and then compare and contrast selected segments between the two decades. (The book "Contrasting Decades, the 50's and 60's" could be useful here.)

Activity 6 - [E] An Analysis of Our Own Times, the U.S., 1967-Present, and using history as a study of now

In this course, the student will not be told that we ran out of time so we can't consider the U.S. beyond 1960. Historical perspective, based on trends, interpretation, comparisons, and "reading the times" can be used in the present sense. Presented views will be considered as students identify contemporary and current domestic U.S. situations, and evaluate them to discover what the U.S. is like now in terms of perceived trends or themes. They will also 'flashback' to compare these with other and earlier historical situations and themes. Current newspapers could well be utilized to help in finding or categorizing and developing historical issues and trends.

Activity 7 - [F] Historical Views of Domestic Development

This exercise seeks to review, summarize, and relate in the framework of a short research-group project basic historical situations that have determined U.S. domestic events throughout our 20th Century course concern. Groups will present their summaries - probably organized on three views of social, political-governmental, and economic easpect - to their peers. The follow-up from this, testing and review, will complete our work on this concept which has used skill, process, and content base in studying the U.S.

NOTE: Teachers are reminded of the need to properly consider the important contributions of U.S. minority people in working with content aspects of American Domestic concerns.

INTRODUCTION TO AMERICAN STUDIES

Concept Three: American Foreign Experiences

Specific Selected Study Situations -

A. The Nature of U.S. Foreign Policy, background and criteria

See and use pages 23-24 of Foreign Policy Unit, Project #71, 1969, for handouts. Use our world map as a reference aid, each student should have one.

B. 1898: The Outward Thrust and World Involvement

1. A study in evidence analysis: "The Mystery of the Maine". Reading. (Slide show, micro-film assignment, evidence assessment)
2. Assignment: "Causes of the War", "1898". Worksheet from sources We shall seek to answer the question, "Why did the U.S. expand outward in 1898?"

C. What is a Fact? "The Lusitania Incident"

Use of the 'self-contained lesson' format prepared for this episode including pretest, overview film, articles and assessment exercise. What really is the truth behind the sinking of this ship and its affect on U.S. neutrality?

D. Post Experiences as a guide to new experiences, U.S. neutrality policies 1914-1917 and 1931-1941

Nature of each different situation, and a comparison of the two situations This episode demonstrates the technique, as well as possibilities and limitations of using lessons of the past to aid us in formulating policy decisions for later occurances. General films were utilized in this segment. How were the two circumstances similar, how were they distinctly different?

E. Importance of Determining and Implementing Foreign Policy: The Impact of the Cold War, 1947 on.

A study will seek to provide information which allows students to decide:

1. What led to the deterioration of wartime cooperation among the Great Powers, the Allies, at the close of World War II?
2. What was the relationship between the ideas of "Iron Curtain" and "Containment"?
3. What actions did the U.S. take to try to win the "Cold War"?
4. What did the Vietnam War have to do with "Containment" and the "Cold War"?
5. What has the 1972 detente done to the post war Great Power tensions?

F. Policy-Making Decision Analysis, review and conclusion activity

Using the two appropriate handouts, have students investigate the topics provided to obtain consideration of essential foreign policy-decision situations; how and why. Present these to the class for their consideration.

INTRODUCTION TO AMERICAN STUDIES

Concept Three: American Foreign Experiences

Specific Areas within Concept Three:

A. The nature of a foreign policy, background and criteria.
B. A study in historical evidence, "The Mystery of the Maine", and 1898.
C. What is a fact? The Lusitania Incident
D. Past experiences as a guide to new circumstances: U.S. neutrality policies 1914-1917 and those of 1931-1941.
E. Importance of determining and implementing policy; the impact of the Cold War.
F. Foreign Policy Decision-Making Analysis; Review Situation

Time Allocation Recommendation:

Two to two and one half weeks. With little total time available, aspects A, B, and C should be covered in a one week period. Aspects D, E, and culminating assignment F should be covered in one to one and one half weeks.

The format will be to use historical tools and perspectives to survey key themes in U.S. international relations, from the 1890's to current times.

A careful integration of standard print materials intended for this course, films and film strips, special assignments and self-contained lessons, student reporting and follow-up class discussion should provide a sound survey of content, relationships, themes, foreign policy workings, historical document usage, and a better understanding of what U.S. 20th century international experiences have been as we try to see our current situation.

Recommended AV aids:

A. Selected handouts from Bailey and others
B. "Maine evidence slide show" - expansion in 1898
C. Film, "Sinking of the Lusitania", (University of Iowa rental)
D. Parts 1 and 2 of "The Great War" or "World War I", filmstrip, "Emergence of U.S. as Great Power", part 2, "Prologue, U.S.A.", "Background to World War II".
E. Filmstrip, "Emergence of U.S. as Great Power", part 3. Any truly useful film, now in scarcity.
F. Decision-Making assignment

INTRODUCTION TO AMERICAN STUDIES

Concept Four: The Nature of the American Experience

Specific aspects within concept four:

A. Trends that link the past to the present; American Values Clarified or Confused?
B. An awareness of our experiences as trends for the future
C. The "American Dream" reconsidered
D. Conclusion to the introductory of American Experiences in the 20th Century, reviews, past skills test, student summary, and tests.

Time Allocation Recommendation:

Two weeks maximum.
The last of the four conceptual views will try to draw several threads and tnemes together as it acts as our culminating Introduction course sequence. The segments of trends, future implications, the quest for realizing the "American Dream", and concluding activities will be presented as the instructor seeks to integrate his concern to those already considered.

The Specific Segments

A. The final phase of the Domestic concept will be alluded to as we seek to establish 20th Century U.S. experience trends. Students will be asked to identfy trends and themes in the U.S. historial experience, to ecaluate their importance, and how they might be present today. A number of readings are available that should be drawn upon: "Iowa its Where It Is", "Keep People on Farms to Help Rural America", "Unite U.S. While It Seeks New Values", "America: Heated on the Anvil of Change", "Frustrated Pury of the Unneeded Seen as Major Threat to Society","Can Man Learn to Live in a Non-Growth Society?", and "That Earthly Paradise, America".

Handout Exercises: "Values Clarification: The American Way"
Review, "American Values", from R.S. Lynd
"American Values - What are They?" by T.F. Powell
"Values Clarification: The American Way of Life"

B. An Awareness of Our Experiences as Trends for the Future

Student handout exercises:
"Trends in the American Experience"
"The Year 2073, Parts I and II"
Film, "Time Piece" (12 min.) and its interpretation as to American society's condition.

C. The "American Dream" reconsidered

Handout: "The American Dream: Past, Present and Future", to be written and discussed in class. An attempt will be made to answer the question: "What is the American Dream?".
Reading: "Predict Glorious Times for Mankind in the 1990's

Intro. Am. St. Concept Four, (con.)

D. Concluding Acitvities

Class review, final test options, second administration of the "Social Studies Basic Skills Test." An alternative method assignment "Portraying America"; with reference to the dimensions of past, present, and future, could be offered as one concluding activity.